VII

'7-2

Report of the
Dir. of Public
Instruction in
the Bombay Presidency
for the year
1884-1885

tained by Native States and those aided or inspected by the department, as well as a few unaided schools which conform to the departmental standard and await admission into the list of registered shools.

7. **Total Expenditure from all Sources.**—These financial figures do not, however, give the whole expenditure from local sources on schools and institutions connected with Government, and a more complete Table is, therefore, given below, which adds to the figures already noted the estimated expenditure from private funds on aided schools, and the cost of schools which are not aided but submit returns to the Educational Department:—

	1880-81.	1881-82.	1882-83.	1883-84.	1884-85.
	Rs.	Rs.	Rs.	Rs.	Rs.
Contribution from public revenues ...	10,89,118	11,28,148	12,31,445	11,89,068	12,50,084
Local Funds administered by the department	13,57,934	12,77,653	14,25,661	15,01,799	15,38,017
Estimate of expenses from private funds of aided schools	3,79,529	4,14,153	5,35,955	5,03,115	5,52,364
Municipal expenditure on schools transferred	...	...	...	...	1,749
Expenditure on Native State and other schools not aided by Government...	3,94,258	5,87,554	6,18,161	8,27,311	*8,00,560
Expenditure on Police and Jail Schools.	...	...	...	611	...
Total ...	32,20,839	34,07,508	38,11,222	40,21,904	†41,42,734

* The expenditures from Native State funds and from private funds of unaided schools are shown together as in previous reports. But separately shown, the former amounts to Rs. 7,45,312 and the latter to Rs. 55,248.

† Exclusive of expenditure of Rs. 802 on account of Police and Rs. 307 on account of Jail Schools.

8. **Distribution of Total Expenditure.**—The precise distribution of the whole expenditure of the year under report is shown in the new Table of the Government of India, and I may explain the minus sign before the Provincial expenditure on the College of Medicine by stating that the fees exceeded the expenditure charged to this department. Under these circumstances the fees, which under rule must be credited to Government on account of the institution, are taken as a reduction to the Provincial expenditure. In other words, the total Provincial cost of University education is reduced by the excess of fee-receipts over the cost of maintaining any particular College.

PUBLIC

UNDER PUBLIC MANAGEMENT.

Objects of Expenditure.	Maintained by the Department.							Maintained by Local Fund and Municipal Boards.							Maintained
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Provincial Revenue.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Native State Revenues.	Local Rates or Cesses levied in Native States.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3	4a	4b
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.																
Arts Colleges.																
English	89,060	..	3,000	37,285	..	23,875	1,53,220	..	..	..	..	..	..	..	5,727	..
Colleges or Departments of Colleges for Professional Training.																
Law	3,326	..	..	5,658	..	2,028	11,011	..	..	..	..	..	..	..	..	..
Medicine	4,495	..	..	26,760	..	1,131	23,396	..	..	..	..	..	..	..	..	..
Engineering	66,322	..	..	4,828	..	4,752	75,912	..	..	..	..	..	..	..	..	..
Total	1,54,222	..	3,000	74,531	..	31,786	2,63,539	..	..	..	..	..	..	..	5,727	..
SCHOOL EDUCATION, GENERAL.																
Secondary Schools.																
For Boys English	1,25,952	..	23,912	1,73,035	2,285	7,599	3,32,783	6,023	178	13,959	11,795	1,263	..	33,218	88,583	3,394
,, Girls English	..	..	..	..	..	..	..	..	763	60	..	..	..	823	..	..
Total	1,25,952	..	23,912	1,73,035	2,285	7,599	3,32,783	6,023	941	14,019	11,795	1,263	..	34,041	88,583	3,394
Primary Schools.																
For Boys	1,374	..	1,197	781	..	..	3,352	2,56,978	6,53,201	37,896	1,70,121	2,589	752	11,01,537	268,427	34,927
,, Girls	447	..	..	..	..	..	447	28,492	40,363	4,237	908	..	100	74,100	29,032	1,929
Total	1,821	..	1,197	781	..	..	3,799	2,85,470	6,93,564	42,133	1,71,029	2,589	852	11,75,637	2,97,459	36,856
SCHOOL EDUCATION, SPECIAL.																
Schools for Special Instruction.																
Training Schools for Masters	34,768	16,492	..	..	..	..	51,260	..	..	..	..	..	..	..	10,680	..
Training Schools for Mistresses	17,501	3,998	600	..	..	..	21,499	..	..	..	..	..	..	..	656	..
Schools of Art	29,512	..	..	2,349	..	6,440	38,301	..	..	..	..	..	..	..	3,601	..
Medical Schools	38,909	..	..	418	..	..	39,327	..	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	1,939	..	..	..	..	..	1,939	..	..	..	..	..	..	..	..	..
Industrial Schools	..	..	..	..	..	..	..	1,500	17,512	..	..	..	24,016	43,028	..	..
Other Schools	17,274	..	1,375	2,291	..	1,940	22,880	..	387	..	..	..	..	387	..	..
Total	1,39,903	19,890	1,975	5,058	..	8,380	1,75,206	1,500	17,899	..	..	..	24,016	43,415	14,937	..
University	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Direction	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Inspection	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in Arts Colleges	11,685	26	..	..	..	496	12,207	..	..	..	..	..	..	..	..	..
Scholarships held in Professional Colleges	7,830	..	..	..	..	4,740	12,570	..	..	..	..	..	..	..	2,973	99
Scholarships held in Secondary Schools	8,256	2,867	..	..	..	836	11,959	..	212	..	..	..	59	271	1,779	..
Scholarships held in Primary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Scholarships held in Special Schools other than Training Schools	2,839	457	..	..	..	1,311	4,607	..	336	..	..	..	600	936	267	..
Buildings	354	..	120	..	..	..	474	29,612	1,30,188	875	..	776	..	1,61,446	1,31,277	41
Furniture and Apparatus (special grants only)	5,016	..	19	..	..	..	5,035	8	..	1,735	934	..	..	2,667	..	488
Miscellaneous	23,637	16	598	820	..	..	25,071	17	31,787	..	14	95	..	31,913	10,234	92
Total	59,617	3,366	737	820	..	7,383	71,933	29,637	1,62,523	2,610	948	865	659	1,97,232	1,66,630	718
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,81,926	23,256	30,821	2,54,225	2,285	55,148	8,47,260	3,02,630	8,74,927	58,752	1,83,772	4,717	25,527	14,50,425	5,73,336	40,699

* Exclusive of the expenditure of Rs. 802 on Police Schools (Rs. 714 Provincial,

the Bombay Presidency for the Official year 1884-85.

INSTITUTIONS.																			
				UNDER PRIVATE MANAGEMENT.										TOTAL EXPENDITURE FROM					GRAND TOTAL.
BY NATIVE STATES.				AIDED BY THE DEPARTMENT OR BY LOCAL FUND OR MUNICIPAL BOARDS.							UNAIDED.								
Fees.	Subscriptions.	Endowments and other Sources.	Total.	Provincial Revenues.	Rates or Local Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Provincial Revenues.	Local Cesses.	Municipal Funds.	Fees.	All other Sources.	
4d	4e	4f	4	5a	5b	5c	5d	5e	5f	5	6a	6b	6c	6	7a	7b	7c	7d	7e	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,325	..	910	8,962	6,100	..	..	10,308	..	22,502	38,910	..	..	..	..	95,160	..	3,000	49,918	53,014	2,01,094
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3,325	..	..	5,658	2,028	11,011
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,495	..	..	26,760	1,131	32,386
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	66,332	..	..	4,828	4,752	75,912
2,325	..	910	8,962	6,100	..	..	10,308	..	22,502	38,910	..	..	..	..	1,69,322	..	3,000	87,164	60,925	3,11,411
23,805	53	2,549	1,20,384	70,735	591	960	1,24,117	28,993	84,168	3,18,564	34,444	202	8,928	43,574	2,11,710	..	769	38,831	3,69,196	2,28,017
..	..	..	..	32,653	..	..	*64,189	20,936	33,645	1,41,423	..	..	..	..	32,653	..	763	60	54,189	54,581
23,805	53	2,549	1,20,384	1,12,388	591	960	1,78,306	49,929	1,17,813	4,59,987	34,444	202	8,928	43,574	2,44,363	1,532	38,891	4,23,385	2,82,598	9,90,708
45,272	4,479	10,094	3,62,899	10,122	7,176	5,000	18,744	5,813	19,934	66,789	3,817	70	2,779	7,666	2,48,474	6,60,377	44,093	2,38,785	5,50,564	15,42,243
	492	2,847	34,300	13,480	30	480	3,205	9,589	27,230	54,014	..	132	667	799	42,419	40,393	4,717	4,113	72,018	1,63,660
45,272	4,971	12,941	3,97,199	23,602	7,206	5,480	21,949	15,402	47,164	1,20,803	3,817	202	4,446	8,465	2,90,893	7,00,770	48,810	2,42,848	4,22,582	17,05,903
6	..	..	10,686	1,000	..	..	..	6,540	..	7,540	..	..	..	..	35,768	16,492	..	6	17,220	69,486
..	..	320	976	..	..	..	..	..	..	..	..	..	..	..	17,501	3,398	600	..	976	22,475
4	..	..	3,095	..	..	..	..	..	..	..	..	..	..	..	29,512	..	..	2,353	10,041	41,906
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	38,909	..	..	418	..	39,327
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,939	..	..	..	..	1,939
..	..	..	..	6,225	..	685	739	207	23,148	31,004	..	..	..	..	7,725	17,512	685	739	47,431	74,092
..	..	..	..	75	..	148	200	200	92	715	..	99	535	634	12,249	387	1,523	3,491	2,866	24,616
10	..	320	15,267	7,300	..	833	939	7,007	23,240	39,319	..	99	535	634	1,48,703	3,7789	2,808	6,007	78,534	2,73,941
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	27,000	..	..	..	..	27,000
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	50,535	..	..	..	..	50,535
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,88,684	4,812	..	6,883	34,655	2,35,034
..	..	..	..	..	..	..	..	..	1,106	1,406	..	..	..	..	11,685	23	..	..	1,602	13,312
..	..	957	3,999	..	..	..	827	316	7,255	8,398	302	..	204	506	7,880	..	..	..	4,740	12,670
..	10	20	1,809	..	..	522	..	54	877	1,453	..	..	..	..	8,266	2,867	..	1,129	12,610	24,872
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	212	532	..	2,799	3,543
..	..	..	367	..	..	540	..	..	417	957	..	..	..	..	2,839	723	540	..	2,695	6,797
..	..	419	1,51,757	27,357	..	..	1,462	50	9,776	38,685	..	..	2	2	57,363	1,30,188	996	1,462	1,62,335	3,52,343
97	..	26	600	710	..	..	2,614	2,938	11,742	18,014	2,000	44	23	2,067	5,734	..	1,744	5,646	15,266	28,392
..	..	..	10,327	22,219	..	..	5,621	4,443	8,761	39,038	..	..	..	..	45,867	31,803	598	9,455	21,625	1,09,349
97	10	1,392	1,68,845	50,320	..	1,962	10,524	7,891	37,944	1,07,651	2,302	44	229	2,575	4,05,803	1,70,701	4,390	21,579	2,58,328	8,60,816
73,509	5,034	18,112	7,10,657	1,99,710	7,797	8,235	2,22,928	80,139	2,48,663	7,66,670	40,563	547	14,138	55,248	12,50,084	9,10,792	97,908	7,80,083	11,02,967	41,32,734*

Rs 76 fees, and Rs. 10 from other sources). And Rs. 307 on Jail Schools.

Details of Miscellaneous Expenditure.

	Provincial Revenues.	Local Rates or Cesses.	Fees.	Revenues of Native States.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Translation Department	12,773	...	...	...	...	12,773
Encouragement to Literature	3,676	...	...	...	...	3,676
Expenditure on Education from Dakshina Fund	4,742	...	...	...	...	4,742
Expenses on Boarding-houses for Vernacular Masters under Training at Poona and Dhárwár	1,200	...	...	...	...	1,200
Pension Fund for Vernacular Masters, &c....	17	31,787	...	10,234	58	42,096
Sind Sudhar	...	16	...	...	...	16
Charges on account of Certificate Examinations	...	..	820	...	...	820
Grants to Mechanics' Institute	340	...	...	...	...	340
Grant to Geographical Society	600	...	...	...	...	600
Grant for Education of destitute European and Eurasian Children	3,274	..	...	...	...	3,274
Endowment Grant to the Bombay Education Society	10,000	...	...	...	...	10,000
Endowment Grant to the Frere Fletcher School.	8,000	...	...	...	...	8,000
Reward to Miss Collett for passing Higher Standard Examination in Maráthi ...	500	...	...	...	...	500
Expenditure on account of Educational Exhibition at Bombay...	524	...	...	...	...	524
Establishment of School Boards ...	...	...	14	...	37	51
Total ...	45,646	31,803	834	10,234	95	88,612

* Exclusive of Rs. 17,737 (Rs. 93 in Native States, Rs. 16,825 in aided schools and Rs. 819 in Aden) for which no detail is available.

Need for larger co-operation of private effort.

The Tables of expenditure given above will supply material for any form of criticism which may be applied to the work of the Department. Amidst the mass of questions to which they might give rise I shall only attempt to answer two, which seem to me pre-eminently matters on which Government may desire to have the clearest information. The first question relates to the sources of educational expenditure of the year, and the second concerns its distribution over the whole area of educational operations. Taking the first point, I notice that the cost of educating 438,416 scholars fell in the following proportions on the various school funds :—

Provincial funds supplied	...	30·18 per cent.
Local resources controlled by the Department ...	...	37·13 „
Private effort	...	13·33 „
Native State funds	...	19·32 „

The share of the total cost borne by Provincial revenues is liberal, and if local funds are treated as public funds there would probably be no Province in India which could exhibit similar liberality on the part of public funds raised by taxation. It is however to be hoped that in future years private effort will be so encouraged as to contribute a larger proportion of educational expenditure. In their review of the growth of private enterprise, the Education Commission pointed out that in Madras, where private effort was liberally encouraged, public funds bore only 46·66 per cent. of the whole sum available for education, while in Bengal only 41·3 per cent. of the whole amount spent on education devolved on the State. I am well aware that there are no local funds in Bengal, but the system in Madras is analogous to our own. It may perhaps be argued that our local and municipal taxation is taken from local resources and thus diminishes the volume of private funds available for private educational effort. But this argument would not reduce the force of the contrast between the 86 per cent. borne last year by Provincial, Local, and Native State Funds in this Presidency, and the 46·66 per cent. of educational expenditure which in Madras fell three years ago upon public funds. It is almost certain that provincial funds cannot in the future contribute much more than they do at present, whilst the limit of expansion to "local funds" in the technical sense, which form the greater

part of local resources, is regulated by law. Hence the development of education in future years must devolve more and more upon private agency, and the figures which I have given accentuate the necessity for giving to private enterprise every possible encouragement.

Need for increase of fees.

Part of this encouragement must be supplied by an extension of the grant-in-aid system over a larger area, but part also will result from a gradual increase in fees. The figures given show that fees supplied Rs. 7,80,983 to the total expenditure of Rs. 41,42,734, or about 19 per cent. The Commission found that, taking India as a whole, fees supplied 23·5 per cent. of the expenditure, while in Madras they supplied 31·6 per cent. and in Bengal 37·4 per cent. There is, I believe, a great difference between the accuracy of the returns sent in by aided institutions in various parts of India, but after making all allowance for this I am persuaded that too great attention cannot be paid to the importance of raising fees in Government institutions and in Board schools. Certainly in secondary education the State can never expect by its own efforts to overtake the ignorance of the great population of India. Private enterprise must be mainly relied upon in the accomplishment of this task, and it will be encouraged by the prospect of fees not less than by the grant-in-aid given by Government. The Statement given above therefore deserves attention, and I notice the following results. In regard to primary education the question of fees is complicated by the necessity for educating the poor, and by the conditions imposed on a department which levies a cess for education from the rural classes. No fair analogy for instance can be drawn between Bengal and Bombay, when the conditions of the problem differ so materially. Again, at the opposite extreme the materials for comparison are wanting between the proportion of fees to total expenditure in Government and in Aided Colleges, since the latter do not in every case show their total expenditure. For instance, the Professors of St. Xavier's College do not receive payment for their services, and the figures showing total expenditure are misleading. But in the field of secondary education for boys the action of the department may be examined with only the minimum of these complications. Here I find that in Government English secondary schools our fees paid 52 per cent. of the total expenditure of maintaining such schools; in the same class of schools maintained by Boards they paid 35 per cent; but in the schools of Native States, which have never grasped the value of raising fees and which consequently deprive themselves of the immense assistance of aided enterprise, only 21 per cent. of the cost is defrayed by fees. In contrast with this result I find that in secondary schools of the same class, aided by the Department or by Boards, fees meet 39 per cent. of the total cost. The conclusion at which I arrive is that our fees in the Government schools are on the whole* satisfactory, while in the Boards' schools they are susceptible of increase. As regards the Native State schools the fact, that aided schools in the Presidency meet 39 per cent. of their expenditure from fees, ought to suggest that fees in English secondary schools might easily be raised so as to contribute half as much again as the 21 per cent. of expenditure which they now bring in.

Provision made for primary education

The second question raised by me as to the distribution of expenditure meets with a more satisfactory reply. I find that the expenditure on education was allotted, so as to give primary education 41 per cent. of the total funds available. This calculation excludes the provision made for scholarships, and charges for inspection and direction, from which primary education derives the greatest benefit. These last charges absorbed 7 per cent. nearly of the whole expenditure. Secondary education required 24 per cent. of the whole outlay, while Arts Colleges received only 7·5 per cent. subject however to the reservations already explained in reference to Aided Colleges. Special education, exclusive of the Colleges of medicine, science and law, received 7 per cent. of the total expenditure. These figures are I think satisfactory, but on looking over the reports of previous years I observe that the tendency of private enterprise is naturally to devote its attention to secondary and collegiate education. As therefore aided schools expand, it will be necessary for Government to set free public funds, whether administered by itself or by Boards, for the extension of primary

*I qualify the statement because the wealth of our fee-receipts in High Schools arises more from the very large attendance in them than from the high rate of the fee charged.

education, leaving the field of secondary and higher instruction free for the agency which is every year showing its increasing capacity for supplying the wants of the country in this respect. With these remarks on the expenditure I proceed now to indicate the amount of assistance rendered by Government to the maintenance of public schools under private management, and to the construction of school buildings.

9. **Grants-in-aid.**—The grants awarded during the year came to Rs. 1,25,499 against Rs. 1,08,102 in 1883-84. The increase of Rs. 17,397 is due to a satisfactory increase in the number of registered schools and to the greater efficiency of the old schools. The awards for the last two years were divided as under :—

	Colleges.		Permanent Schools for Europeans and Eurasians.		Permanent Schools for Natives.		Private Schools for Europeans and Eurasians.		Private Schools for Natives.		Total.	
	No.	Grant.	No.	Grant.	No.	Grant.	No.	Grant.	No.	Grant.	No.	Grant.
		Rs.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
1883-84	2	4,275	34	43,670 8 0	177	56,681 8 0	..	....	9	3,475 0 0	222	1,08,102 0 0
1884-85	2	6,100	32	40,889 0 0	217	67,946 0 0	2	502 0 0	184	10,062 0 0	437	1,25,499 0 0

Awards are not always drawn during the year for which they are given, and the actual disbursements of 1884-85, which include arrears amounting to Rs. 7,724-8-0, came to Rs. 1,20,485. In addition to grants paid by results grants were paid to the institutions named below :—

	Rs.
Bombay Education Society's School, Byculla	5,280
Sir Jamsetji Jijibhoy Pársi Benevolent Institution ...	6,000
David Sassoon's Reformatory	3,600
Sanskrit Class at Násik	75
Fardunji Párekh School of Industry	2,000
Rastomji Jamsetji Gujaráti Schools	2,260
Church of English School, Pánchaghani...	1,000
Anjuman-i-Islám, Bombay	6,000
Israilite Schools of the Anglo-Jewish Association, Bombay.	1,690
Grant for the education of destitute European and Eurasian children	1,680
Sassoon Mechanics' Institute	340
Geographical Society	600
Christian Vernacular Education Society's Normal School, Ahmednagar	1,000
General Assembly's Institution, Bombay, for apparatus .	360
American Mission High School, Ahmednagar, for apparatus	350
Endowment grant to the Bombay Education Society's Schools, Byculla	10,000
Endowment grant to the Frere Fletcher School, Bombay.	8,000
Grant to boys maintained in the Apprentices' Home, Byculla	1,538
Grant to a boy maintained in the Small Arms Factory, Kirkee	55
Total ...	51,828

Rupees 7,797 were given to indigenous schools from Local Funds, and Rs. 27,397 were paid by Government in Building Grants.

The total Government expenditure on aided institutions was therefore Rs. 2,07,507 against Rs. 5,59,163 expended from private sources.

10. **Building Expenditure.**—The following Table shows the building operations in each Division during the year :—

	Expenditure.		
	Provincial.	Local.	Total.
	Rs.	Rs.	Rs.
New Buildings.			
Central Division	9,481	10,724	20,205
North-East Division	3,566	17,447	21,013
Northern do.	5,561	16,295	21,856
Southern do.	3,690	33,737	37,427
Sind Division	7,314	2,123	9,437
Aden	80	120	200
Total ...	29,692	80,446	1,10,138
Grants-in-aid to Private Institutions.			
American Maráthi Mission School, Byculla ...	5,317	.....	5,317
Sanitarium at Khandálla	5,000	.....	5,000
St. John's Anglo-Portuguese School, Máhim ...	15,506	.....	15,506
American Mission High School, Ahmednagar ...	345	.....	345
Model School in connection with the Training School, Ahmednagar	810	.....	810
St. Peter's Girls School, Mázagaon	419	.....	419
Total ...	27,397	.....	27,397
Special and Ordinary Repairs.			
Central Division	274	18,049	18,323
North-East Division	.....	7,878	7,878
Northern do.	.....	8,540	8,540
Southern do.	.....	10,308	10,308
Sind Division	.....	6,732	6,732
Total ...	274	51,507	51,781
Grand Total ...	57,363	1,31,953	1,89,316

Of the total expenditure Rs. 26,587 were spent on aided High Schools, Rs. 17 on Government 1st Grade Schools, Rs. 810 on aided Training School, Rs. 257 on Government Normal Schools, and Rs. 1,61,645 on Government Vernacular Schools.

The following is the Table of expenditure from Provincial Funds on educational buildings in 1884-85 required by the Resolution of Government of India, Home Department, No. 211 of the 3rd June 1871 :—

Expenditure from Department of Public Works Budget (Provincial) :—

	Rs.
(*a*) Repairs	22,667
(*b*) Minor works (up to Rs. 1,000)	8,336
(*c*) Large works (above Rs. 1,000)	*73,126
Total, Public Works Department Budget ...	1,04,129

Expenditure from Educational Budget (Provincial, *see* preceding Table) :—

	Rs.
(*d*) Repairs to hired buildings...	274
(*e*) Minor Government buildings	29,692
(*f*) Minor grants-in-aid (Rs. 1,000 and under) ...	1,574
(*g*) Large grants (above Rs. 1,000)	25,823
Total Expenditure from Educational Budget . .	57,363
Grand Total ...	1,61,492

11. **Central Book Depot.**—The review of expenditure would not be complete without reference to the operations of the department in the matter of school-publications. The Government stock account is as shown below :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1884 ...	93,270	11	8	Sale-proceeds including subscriptions to Indian Law Reports paid into the Government Treasury	12,590	5	1
Value of new stock received during the year	21,335	11	3	Commission	1,405	5	1
Subscription to Indian Law Reports	5,146	0	0	Value of Indian Law Reports issued to subscribers ..	2,674	8	0
				Loss from distribution of books gratis, reduction of prices, &c.	1,809	10	9
				Balance on 31st March 1885 .	1,01,362	10	0
Total ..	1,19,752	6	11	Total ...	1,19,752	6	11

The number of depôts for the sale of school-books is 223. The stock account of the year is as under :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1884 ...	3,63,587	8	1	Value of stock sold during the year	1,93,578	9	1
Value of stock received during the year	1,67,573	4	0	Value of obsolete and damaged books, together with loss on books where prices were reduced, &c, written off ...	383	10	3
				Balance on 31st March 1885 .	3,37,198	8	9
Total ...	5,31,160	12	1	Total ...	5,31,160	12	1

The following are the items of expenditure for larger works in the Budget for the Public Works Department :—

	Rs
Additions and alterations to the Training College, Ahmedabad ...	1,286
Do. Belgaum High School	5,176
Broach High School	6,000
Model Farm Building, Hyderabad	6,939
Additions to Narayan Jagonath High School, Karachi	3,100
Practical Chemistry and Model Rooms in the College of Science, Poona.	4,467
Additional accommodation for 64 students at the Deccan College, Poona.	23,933
Improvement to the lightning conductors at the College of Science and Deccan College, Poona	1,020
New Laboratory for Elphinstone College, Bombay...	9,588
Gallery with shelves to the Laboratory of the Grant Medical College ...	1,193
Shikárpur High School	10,424
Total .	73,126

The cash account is as under :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1884 ...	1,40,048	2	5	Paid debt of last year ...	2,879	12	5
Sale-proceeds during the year..	1,93,578	9	1	Re-invested in stock	1,14,338	12	5
Cash received for unexecuted orders	1,261	7	2	Rewards to authors	2,699	7	11
Refund by the Accountant General from contribution to the Local Fund Pension Fund taken by him for the past year	2	6	5	Commission and discount ...	27,006	8	8
Miscellaneous	. 2,659	4	6	Packing, transit and contingent charges	6,087	4	5
				Insurance	2,000	0	0
				House-rent	4,003	0	0
				Postage	596	4	6
				Dead stock	64	2	6
				Printing office forms, &c. ...	1,216	4	11
				Salaries of the Depôt establishment	12,086	11	3
				Contribution to the Local Fund establishment of the Accountant General ..	385	0	0
				Contribution to the Local Fund Pension Fund ..	2,057	1	6
				Travelling allowance ...	108	10	0
				Remuneration for audit of the Depôt accounts taken by the Accountant General ...	250	0	0
				Stationery	165	10	5
				Balance on 31st March 1885 viz :—			
				Cash ...1,49,392 9 5			
				Outstanding ... 13,212 9 3			
					1,62,605	2	8
Total ...	3,37,549	13	7	Total ..	3,37,549	13	7

The following statement shows the books, maps and apparatus purchased during the year :—

	Number of Copies	Prime Cost		
		Rs.	a.	p.
Apparatus	.....	265	13	9
English Books	33,717	12,624	6	10
Maráthi do.	3,09,892	50,484	11	10
Gujaráthi do.	4,78,384	36,617	2	4
Kánarese do.	58,774	11,007	9	7
Hindustáni Books	21,112	2,740	4	4
Total ...	9,01,879	1,13,740	0	8

The sale-proceeds continue to show the fall which was noticed last year, the figures, Rs. 1,93,578-9-1, showing a reduction of Rs. 8,119-12-6. Besides the two causes operating in that direction mentioned in the report of last year, viz., the closing of táluka depôts in Poona and Surat, and the engagement entered into with Messrs. Thacker & Co., other influences have tended to produce this result. The prices of many vernacular books have been considerably reduced, so that the larger sale has failed to make up the loss. There was also some delay during the past year in revising new editions of works which commanded a ready sale. The outlay on new stock was less than in the previous year by Rs. 25,520-14-3. The closing cash balance including outstandings shows an increase of Rs. 22,557-0-3 as compared with the opening balance. The closing balance of stock shows a reduction of Rs. 26,388-15-4.

Accounts system.

The abolition of the old practice of granting monthly transfer-receipts has caused considerable addition of labour, and increased the liability to errors. District and táluka depôt-keepers owing money to the Central Depôt obtain credits to the Book Depôt Fund in the local treasury, and if the items they pay subsequently get mixed with others in the treasury accounts much confusion and trouble result. The figures rendered by the Accountant General frequently disagree with the accounts kept by the Curator. On the whole system of accounts correspondence is still passing between the Accountant General and myself. It should be added that the figures given in this report are supplied by the Curator. All the branch depôts were examined, as well as the district depôts, in accordance with the rules. The desire shown by Government to substitute private agency for that of the State has not been lost sight of. But it would be premature to extend the experiment made in Poona and Surat. At any rate the settlement of the various school areas under their Municipal and Local Boards should first be completed. The new School Committees have hardly yet learnt the details of their duties, and in matters like the provision of school-books they cannot yet co-operate, whilst without their co-operation private firms will not undertake to supply books locally in the absence of any guarantee that they will receive orders. It is easy enough to obtain supplies in large towns on the line of railway, but the remote rural villages where the children are poorest offer little field for private enterprise. Whatever agency succeeds the Government agency must be induced to deal equally with all parts of the same district. Meanwhile at a sacrifice of revenue the Government Depôt has issued new rules to give special facilities to private trade. Discount is allowed on small purchases amounting to Rs. 25; and the rate of discount has been increased to 20 per cent. Not only are profits reduced by these concessions, but the clerical labour of attending to small purchases is largely increased. Great care has also been taken to reduce the cost of text-books supplied by the department. The maintenance of Government agency is doubtless less required now than it was in the infancy of the department; but at the same time there are remote districts to which education is only just advancing, and the bulk of the children in the rural schools everywhere are very poor. There can be no question that the abolition of the Book Depôt will be much felt by the poorer classes, and although the measure would give the officers of the department considerable relief I do not consider that it is justified by present circumstances. In regard however to the purchase of books ordered out from England, I see no reason why private enterprise should not undertake that part of the business altogether.

Substitution of private agency.

Sind Depôt.

The Sind Book Depôt is conducted independently of the Central Book Depôt. It maintained 21 branches throughout the Province and the stock was as under :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance, 1st April 1884 ...	45,345	10	9	Value of Books sold	9,157	13	8
Value of stock printed and purchased	6,585	4	6	Value of Books written off ...	104	14	1
				Balance on 31st March 1885. .	42,668	3	6
Total ...	51,930	15	3	Total ...	51,930	15	3

The details of the new stock are as under :—

Languages.	Number of Copies.	Value.		
		Rs.	a.	p.
Sindi Books	28,649	4,372	2	6
Persian Books	7,496	797	8	0
Hindu-Sindi Books	10,200	348	7	0
Miscellaneous	500	1,067	3	0
Total ...	46,845	6,585	4	6

The cash account of the Sind Book Depôt stands thus :—

Receipts.	Rs.	a.	p.	*Disbursements.*	Rs.	a.	p.
Balance on 1st April 1884 ...	1,858	10	7	Printing and paper charges for publication of Books ...	5,140	5	3
Sale-proceeds	9,157	13	8	Purchase of Books, maps, &c.	734	0	6
Miscellaneous	19	0	1	Commission	626	12	7
				Contingent charges	391	9	6
				Colouring and mounting of maps	344	8	0
				Balance on 31st March 1885.	3,798	4	6
Total ...	11,035	8	4	Total ...	11,035	8	4

Operations of the Sind Book Depôts.

These figures will speak for themselves, but it will appear at first sight as if the falling off in sales, noticed in the case of the Presidency proper, did not affect Sind. The value of books sold shows an increase of Rs. 2,584-14-2 on the figures for last year. The Sind Depôt has not suffered by the restriction of any of its business, and as education has made some progress an increase of sales might have been expected. But the real increase is very small. Some serious defalcations were found in the Subordinate Book Depôt at Hyderabad which amounted to Rs. 1,692. The books made away with during a series of years have been shown as sold, and the debt due on their account debited to the Depôt-keeper. The defaulter is awaiting his trial, but the incident has brought to light a carelessness in the periodical examinations of stock and accounts and in the Annual Reports of the Local Depôt which is receiving full attention. The matter will form the subject of a separate report to Government. Sind is a very backward Province in which private enterprise cannot be relied on for the supply of books to the distant schools, but the operations of the Book Depôt require greater supervision than they have received. In this and in numerous other directions indicated in this report the want of a full-time Inspector for Sind will be apparent to Government. The present Inspector has done all that was possible under the circumstances of his varied responsibilities.

CHAPTER II.

STATISTICAL RESULTS.

12. **Results according to Grades of Education.**—Having examined the expenditure on education for the past year, I proceed to show the results obtained in those classes of institutions whose relations with the Department bring them within the inner circle. The following Table gives the number of institutions which contained on March 31st 438,416 pupils, and it shows the average attendance in such institutions, and where scholars are already entered in the number attending one class of school they are enclosed in brackets if they re-appear under a different institution :—

	Number of Colleges and Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to the Average Monthly Number.
Institutions maintained by the Department.				
Colleges	6	1,110	970	·87
Medical Schools	3	147	131	·90
Engineering Class	1	23	18	·78
Agricultural Class (College)	1	38	33	·86
Agricultural Classes, High Schools	8	(213)	(152)	(·71)
Do. Vernacular	...	10	9	.90
Forest Class (College)	1	8	6	·75
School of Art	1	210	148	·70
Drawing Classes	21	(1,148)	(930)	(·80)
Normal Schools for Masters	4	360	308	·85
Do. for Mistresses	2	85	72	·84
High Schools (Boys')	19	5,985	5,217	·87
Do. (Girls')	1	59	42	·71
Middle Class Schools—				
1st Grade (Boys')	28	3,813	3,336	·87
2nd Grade (Do.)	1	18	9	·50
Primary Schools—				
Boys'	7	757	557	·73
Girls'	1	86	62	·72
Total	105	12,709	10,918	·85
Institutions maintained by Local Fund and Municipal Boards.				
Agricultural Class, Vernacular	1	7	6	·85
Industrial School	1	85	61	·71
Middle Class Schools—				
2nd Grade (Boys')	107	3,283	2,515	·76
Do. (Girls')	1	17	9	·52
Primary Schools—				
Boys'	3,794	247,298	180,258	·72
Girls'	207	12,583	7,544	·59
Night Schools	99	2,700	1,614	·59
Total	4,210	265,973	192,007	·72
Institutions maintained by Native States.				
Colleges	1	38	37	·97
Normal Schools for Masters	2	80	72	·90
Do. for Mistresses	1	9	8	·88
School of Industry	1	38	26	·68
High School (Boys')	8	1,747	1,537	·87
Middle Class Schools—				
1st Grade (Boys')	25	1,671	1,425	·85
2nd Grade (Do.)	21	565	448	·79
2nd Grade (Night)	1	23	15	·65

	Number of Colleges and Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to the Average Monthly Number.
Institutions maintained by Native States—contd.				
Primary Schools—				
Boys'	1,398	79,532	60,844	·76
Girls'	120	5,602	3,572	·63
Night Schools...	83	2,214	1,375	·62
Police Schools	2	86	49	·56
Jail Schools...	1	8	8	1
Total ...	1,664	91,613	69,416	·75
Institutions aided by the Department or by Local Fund or Municipal Boards.				
College	2	178	154	·86
Schools of Industry	4	108	77	·71
David Sassoon's Reformatory	1	215	214	·99
Normal Schools for Masters	1	56	54	·96
Drawing Convent School	1	(18)	(12)	(·66)
High Schools (Boys')	29	7,619	6,517	·85
Do. (Girls')	11	1,033	850	·82
Middle Class Schools—				
(Boys')	50	2,716	2,224	·81
(Girls')	36	1,552	1,229	·79
Primary Schools—				
(Boys')	146	9,328	7,446	·79
(Girls')	71	5,450	3,781	·69
Night Schools...	5	249	128	·51
Indigenous School (Boys')	309	9,658	7,774	·80
Do. (Girls')	1	22	17	·77
Sanskrit Páthshála at Násik	2	89	61	·68
Total ...	669	38,273	30,526	·81
Unaided.				
High Schools	4	1,363	1,194	·87
Middle Class Schools (Boys')	8	679	548	·80
Primary Schools (Boys')	34	996	805	·80
Do. (Girls')	2	152	103	·67
Night Schools...	1	30	26	·86
Total ...	49	3,220	2,676	·83
Police and Jail Schools.				
Police and Jail Schools, British Districts ...	29	1,126	747	·66
Grand Total ...	6,726	412,914	306,290	·74
Figures for 1883-84	6,335	391,970	290,270	·74

13. **Results according to Locality.**—The next Table shows the distribution of these 6,726 institutions, classed as public institutions, throughout the Presidency and those Native States which lean on the department for inspection or aid in the administration of their schools. It will be observed that the first 14 columns show these public schools with their 438,416 pupils, which form the subject-matter of this report. Columns 15 and 16 add to this total 70,719 more pupils in schools of the outer circle, but I believe that several of these are in schools which conform to the departmental system and present pupils for the public examinations. This inference will be more fully explained in Chapter III.

Distribution of all Schools and Colleges in the several Districts under the Government of Bombay and in the States subject to administrative supervision.

Districts and Native States.	Vernacular spoken.	Area in Square Miles.	Estimate of Population.	Number of Schools.	Number of Scholars on the Rolls on 31st March 1888	Percentage of Scholars to Population.	Number of Towns and Inhabited Villages.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a School.	Increase and Decrease of the Year, Schools. Increase.	Schools. Decrease.	Scholars. Increase.	Scholars. Decrease.	Number of Schools not yet recognized by the Department shown in Columns 12 and 13 of General Table I.	Number of Scholars in such Schools.	Percentage of Total Scholars in Columns 6 and 15 to Population.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a School
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Central Division.																		
British Districts.																		
Poona	Marâthi	5,348	9,60,621	367	21,292	2·36	1,185	252	21	24	..	1,498	..	116	3,589	2·76	278	19
Sholâpur	Do.	4,531	5,83,411	213	10,147	1·74	713	158	28	19	..	1,732	..	84	2,139	2·11	174	26
Sâtâra	Do.	4,988	10,62,350	253	10,423	1·55	1,343	211	23	2	..	670	..	122	2,280	1·76	289	17
Ratnâgiri	Do.	3,922	9,97,090	155	12,710	1·27	1,297	125	31	..	..	696	..	271	5,156	1·79	324	12
Thâna	Do.	3,875	8,07,367	198	13,519	1·67	1,815	147	26	26	..	2,699	..	121	1,964	1·92	227	17
Kolâba	Do.	1,804	4,82,839	132	7,808	1·62	1,261	100	18	20	..	1,037	..	77	1,115	1·85	141	13
Bombay	Do. and Gujarâthi.	22	7,73,196	192	24,825	3·21	1	1	22	8	..	2,039	..	140	8,054	4·25	1	22
Total	....	24,550	56,06,865	1,510	1,06,724	1·90	7,615	994	24	99	..	10,371	..	931	24,297	2·34	1,434	17
Native States.																		
Akalkot	Marâthi and Kânarese.	498	58,040	24	1,095	1·88	105	19	26	1	..	110	..	4	88	2·03	21	23
Mudnimb Tâluka (Miraj)	Marâthi	89	10,036	6	194	1·93	12	6	14	..	2	..	28	..	..	1·93	..	14
Mahidurgi	Do.	63	10,452	5	105	1·87	15	2	31	3	..	61	..	..	..	1·87	..	31
Miraj Junior (Kuroli Tâluka)	Do.	(Not known.)	2,745	2	35	1·28	8	2	..	..	1	..	8	..	..	1·28	..	..
Bhor	Do.	1,401	1,45,876	28	931	0·63	477	23	64	..	..	..	23	3	160	7·48	24	62
Aundh	Do.	447	58,916	25	809	1·37	71	20	22	5	..	9	..	6	74	1·49	26	17
Phaltan	Do.	397	58,402	17	819	1·40	72	14	28	..	..	82	..	7	135	1·63	20	19
Jath	Do.	884	49,486	18	696	1·41	110	15	58	..	1	..	24	5	100	1·68	20	44
Jawhâr	Do.	534	48,556	7	247	·51	116	6	89	1	...	..	23	..	..	·51	6	89
Sâvantvâdi	Do.	900	1,74,433	50	3,244	1·86	226	44	20	4	..	322	..	50	761	2·29	88	10
Total	....	5,303	6,16,942	182	8,265	1·34	1,212	151	35	14	4	590	106	75	1,313	1·55	205	26
Total, Central Division	....	29,853	62,23,807	1,692	1,14,989	1·85	8,827	1,145	26	113	4	10,961	106	1,006	25,610	2·26	1,639	18
North-East Division.																		
British Districts.																		
Khândesh	Marâthi	9,944	12,37,231	427	23,536	1·83	2,683	346	29	7	..	789	..	123	2,063	2·05	437	23
Ahmednagar	Do.	6,666	7,51,228	339	14,585	1·94	1,334	239	28	38	..	420	..	105	2,490	2·27	281	23
Nâsik	Do.	5,940	7,81,206	291	14,393	1·86	1,633	203	29	5	..	337	..	32	640	1·92	218	27
Total, North-East Division	....	22,550	27,69,665	1,057	52,314	1·88	5,650	788	29	50	..	1,546	..	260	5,193	2·07	936	24
Northern Division.																		
British Districts.																		
Surat	Gujarâthi	1,662	6,14,198	311	21,751	3·54	782	307	5	13	..	1,023	..	110	4,011	4·19	331	5
Broach	Do.	1,453	3,26,930	215	14,124	4·32	405	197	7	..	9	..	965	19	679	4·52	197	7
Kairâ	Do.	1,909	8,04,800	226	20,572	2·55	581	195	8	9	..	1,311	..	64	1,802	2·75	251	6
Ahmedabad	Do.	3,821	8,56,324	219	18,887	2·20	862	150	25	6	...	345	...	107	4,302	2·71	197	19
Panch Mahâls	Do.	1,613	2,55,479	75	4,514	1·76	676	53	30	6	..	27	..	20	998	2·15	54	29
Camp Baroda	Do.	1	4,624	4	203	4·39	1	1	1	2	..	61	..	1	37	5·19	1	1
Camp Deesa	Do.	5	4,546	2	144	3·08	1	1	5	..	..	37	..	..	..	3·16	..	..
Total	....	10,164	28,66,901	1,052	80,195	2·79	3,307	904	11	36	9	2,804	965	321	11,719	3·20	1,031	9
Native States.																		
Kâthiâwâr Agency	Gujarâthi	20,559	23,43,899	729	42,788	1·82	4,198	575	35	26	..	3,348	..	109	5,358	2·05	631	32
Rewa Kântha agency	Do.	4,935	5,49,892	81	5,726	1·04	1,156	71	69	4	..	448	...	22	480	1·12	79	62
Cutch Agency	Do.	6,500	5,12,084	118	7,081	1·38	897	88	74	2	..	767	..	68	2,770	1·92	145	45
Surat Do.	Do.	1,220	1,51,132	39	2,661	1·76	379	29	42	2	..	219	..	2	25	1·77	31	39
Cambay Do.	Do.	350	86,074	6	678	·78	85	4	87	4	..	168	..	10	563	1·43	1	350
Mahi Kântha Do.	Do.	11,049	5,17,485	82	4,922	·95	1,816	77	143	14	..	470	..	18	430	1·03	93	118
Pâlanpur Superintendency	Do.	8,000	5,76,478	35	2,193	·38	1,108	30	266	4	..	66	..	32	845	·52	56	142
Total	....	52,613	47,37,044	1,090	66,049	1·39	9,609	874	60	56	..	5,480	..	261	10,461	1·61	1,038	51
Total, Northern Division	....	62,777	76,03,945	2,142	1,46,244	1·92	12,916	1,778	35	92	9	8,284	965	582	22,180	2·21	2,067	30
Southern Division.																		
British Districts.																		
Belgaum	Marâthi, Kânarese and Hindustâni.	4,657	8,64,014	250	20,409	2·36	1,097	194	24	25	..	1,187	..	80	1,492	2·53	269	17
Dhârwâr	Do.	4,585	8,82,907	403	32,667	3·69	1,285	316	14	17	..	27	..	60	1,196	3·83	371	12
Bijâpur	Do.	5,757	6,38,493	239	12,278	1·92	1,141	169	35	22	..	479	..	121	1,721	2·19	269	21
Kânara	Do. and Konkani.	3,911	4,21,840	164	11,497	2·72	1,109	102	38	30	..	838	..	43	783	2·91	145	26
Total	....	18,860	28,07,254	1,056	76,851	2·73	4,612	781	24	94	..	2,531	..	304	5,192	2·56	1,054	17

Districts and Native States.	Vernacular spoken.	Area in Square Miles.	Estimate of Population.	Number of Schools.	Number of Scholars on the Rolls on 31st March 1885.	Percentage of Scholars to Population.	Number of Towns and Inhabited Villages.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a School.	Increase and Decrease of the Year. Schools. Increase.	Schools. Decrease.	Scholars. Increase.	Scholars. Decrease.	Number of Schools not yet recognised by the Department shown in Columns 12 and 13 of General Table I.	Number of Scholars in such Schools.	Percentage of Total Scholars in Column 6 and 16 to Population.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a school.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Native States.																		
Kolhāpur	Marāthi and Kānarese.	2,818	8,00,189	211	12,520	1·56	1,061	153	18	12	..	1,054	..	100	2,004	1·81	243	11
Miraj	Do.	548	1,00,273	40	2,913	2·90	92	35	15	..	11	..	272	..	..	2·90	36	15
Mudhol	Do.	362	52,163	22	1,141	2·18	79	17	21	..	..	72	..	5	69	2·21	22	16
Sāngli	Do.	896	1,96,832	66	3,700	1·88	240	77	11	3	..	289	..	36	635	2·20	107	8
Sāvanur	Do.	70	14,763	6	456	3·08	24	2	23	..	..	..	39	7	89	3·69	10	7
Rāmdurg	Do.	140	29,579	11	785	2·68	88	8	17	..	1	72	..	6	79	2·92	14	10
Jamkhandi	Do.	492	83,917	24	1,647	1·96	81	20	24	11	..	492	..	36	284	2·30	52	9
Kurundvād	Do.	296	60,998	8	301	·49	72	4	74	4	..	149	..	7	232	·37	11	26
Total		5,620	13,38,705	398	23,463	1·75	1,687	317	17	30	12	2,098	311	197	3,392	2	494	11
Total, Southern Division		24,480	41,45,959	1,464	1,00,314	2·41	6,299	1,098	22	124	12	4,629	311	501	8,584	2·62	1,548	15
Sind.																		
British Districts.																		
Karāchi	Sindhi, Gujarāthi, Marāthi and Hindustāni.	14,486	509,496	87	6,129	1·20	723	46	314	18	..	400	..	192	1,674	1·53	207	54
Hyderābad	Sindhi	9,029	7,54,624	125	7,315	·97	1,105	69	131	10	..	204	..	255	2,646	1·32	234	31
Thar and Pārkar	Sindhi and Gujarāthi.	12,729	2,03,344	12	1,026	·50	73	12	1,060	..	..	53	..	51	467	·73	61	208
Shikārpur	Sindhi	9,629	8,22,178	131	8,816	1·07	1,373	93	103	8	..	138	..	300	3,758	1·52	372	25
Upper Sind Frontier	Do.	2,139	1,24,181	22	884	·71	149	18	118	1	..	18	..	66	607	1·20	81	26
Total, Sind		48,012	24,13,823	377	24,170	1·01	3,417	238	202	37	..	897	..	870	9,152	1·38	1,075	44
Aden		11	34,860	4	385	1·10	..	..	..	..	..	140	..	..	..	..	..	..
Total, British Districts		1,24,147	1,04,99,368	5,056	3,40,639	2·06	21,601	3,705	33	316	9	18,289	965	2,686	55,553	2·40	5,530	22
Total, Native States		63,536	66,92,691	1,670	97,777	1·46	12,508	1,342	47	100	16	18,168	417	533	15,166	1·68	1,735	36
Grand Total		1,87,683	28,192,059	6,726	4,38,416	1·88	37,109	5,047	37	416	25	26,457	1,382	3,219	70,719	2·19	7,265	6

14. **Increase in Public Institutions according to their relations to the Department.**—The next Table gives the increase of schools and scholars for the year under report:—

	Number of Schools at the end of the year. 1883-84.	1884-85.	Increase.	Decrease.	Number of Scholars at the end of the year. 1883-84.	1884-85.	Increase.	Decrease.
Institutions maintained by the Department.								
Colleges	6	6	...	...	1,151	1,256	105	...
Medical Schools	3	3	...	...	147	164	17	...
Engineering School	1	1	...	...	21	21	...	...
Agricultural Class, College	1	1	...	...	37	46	9	...
Agricultural Classes, High Schools	8	8	...	...	(230)	(289)	(59)	...
Do. Vernacular	...	...	...	...	10	10	...	...
Forest Class (College)	1	1	...	...	9	5	...	4
School of Art	1	1	...	...	212	251	39	...
Drawing Classes	21	21	...	...	(1,142)	(1,340)	(198)	...
Normal Schools for Masters	4	4	..	...	358	425	67	...
Do. for Mistresses	2	2	...	...	91	90	...	1
High Schools (Boys')	19	19	...	...	5,962	6,565	603	...
Do. (Girls')	...	1	1	...	...	62	62	...
Middle Class Schools—								
1st Grade (Boys')	28	28	...	...	3,755	4,049	294	...
2nd do. (Boys')	1	1	...	...	15	19	4	...
Primary Schools (Boys')	7	7	...	...	723	832	109	...
Do. (Girls')	...	1	1	...	...	82	82	...
Total	103	105	2	...	12,491	13,877	1,391	5

	Number of Schools at the end of the year.				Number of Scholars at the end of the year.			
	1883-84.	1884-85.	Increase.	Decrease.	1883-84.	1884-85.	Increase.	Decrease.
Institutions maintained by Local Fund and Municipal Boards.								
Agricultural Class	1	1	...	...	12	7	...	5
Industrial Schools	1	1	...	...	91	92	1	...
Middle Class Schools—								
1st Grade Anglo-Vernacular Schools (Boys')...	1	...	...	1	23	...	...	23
2nd Grade Do. (Boys')...	89	107	18	...	2,827	3,398	571	...
Do. Do. (Girls')...	1	1	...	...	27	11	...	16
Primary Schools (Boys')	3,723	3,794	71	...	255,018	261,805	6,787	...
Do. (Girls')	206	207	1	...	13,446	13,605	159	...
Night Schools	97	99	2	...	2,807	2,824	17	...
Total ...	4,119	4,210	92	1	274,251	281,742	7,535	44
Institutions maintained by Native States.								
Colleges	1	1	...	...	38	47	9	...
School of Industry	1	1	...	...	38	43	5	...
Normal Schools for Masters... ...	2	2	...	...	78	88	10	...
Do. for Mistresses ...	1	1	...	...	12	8	...	4
High Schools (Boys')	7	8	1	...	1,582	1,837	255	...
Middle Class 1st Grade (Boys') ...	22	25	3	...	1,748	1,981	233	...
Do. 2nd Grade (Boys') ...	20	21	1	...	567	542	...	25
Do. 2nd Grade Night School.	...	1	1	...	...	14	14	...
Primary Schools (Boys')	1,337	1,398	61	...	77,817	83,531	5,714	...
Do. (Girls')	109	120	11	...	5,217	6,306	1,089	...
Night Schools	78	83	5	...	2,029	2,375	346	...
Police and Jail Schools	3	3	...	...	100	166	66	...
Total ...	1,581	1,664	83	...	89,226	96,938	7,741	29
Institutions aided by the Department or by Local Fund or Municipal Boards.								
Colleges...	2	2	...	...	151	233	82	...
David Sassoon's Industrial and Reformatory Institution	1	1	...	...	205	221	16	...
Industrial Schools	4	4	...	...	105	166	61	...
Normal Schools for Masters	1	1	...	...	55	54	...	1
Drawing Class	...	1	1	...	...	(12)	(12)	...
High Schools (Boys')	27	29	2	...	6,227	7,934	1,707	...
Do. (Girls')	8	11	3	...	798	1,048	250	...
Middle Class Schools (Boys') ...	38	50	12	...	2,275	2,959	684	...
Do. (Girls') ...	24	36	12	...	1,286	1,692	406	...
Primary Schools	119	146	27	...	7,815	9,365	1,550	...
Indigenous Schools (Boys')	171	309	138	...	6,350	10,576	4,226	...
Do. (Girls')	1	1	...	...	23	23	...	...
Night Schools	3	5	2	...	151	339	188	...
Schools for Girls	62	71	9	...	5,462	5,701	239	...
Sanskrit Páthshála at Násik... ...	1	2	1	...	60	71	11	...
Total ...	462	669	207	...	30,963	40,382	9,420	1
Unaided Institutions.								
High Schools	7	4	...	3	2,615	1,397	...	1,218
Middle Class Schools (Boys')... ...	12	8	...	4	804	691	...	113
Do. (Girls')... ...	2	...	...	2	31	...	...	31
Do. Night	1	...	...	1	15	...	...	15
Primary Schools (Boys')	15	34	19	...	1,286	2,013	727	...
Do. (Girls')	4	2	...	2	248	153	...	95
Night Schools	1	1	...	...	24	35	11	...
Total ...	42	49	19	12	5,023	4,289	738	1,472
Institutions maintained by other Departments.								
Police and Jail Schools (British Districts)	28	29	1	...	1,387	1,188	...	199
Grand Total ...	6,335	6,726	404	13	4,13,341	4,38,416	26,825	1,750

15. **Increase according to Class of Institution.**—The following return shows the increase and decrease in different grades of schools :—

	Number of Schools.				Number of Scholars at the end of the year.			
	1883-84.	1884-85.	Increase.	Decrease.	1883-84.	1884-85.	Increase.	Decrease.
Colleges	9	9	...	...	1,340	1,536	196	...
Medical Schools	3	3	...	...	147	164	17	...
Agricultural Class (College)... ...	1	1	...	...	37	46	9	...
Do. (High Schools) ...	8	8	...	...	(230)	(289)	(59)	...
Do. (Vernacular) ...	1	1	...	...	22	17	...	5
Forest Class (College)	1	1	...	...	9	5	...	4
School of Art	1	1	...	...	212	251	39	...
Drawing Classes	21	22	1	...	(1,142)	(1,352)	(210)	...
Technical Schools	8	8	...	...	460	543	83	...
Normal Schools	10	10	...	...	594	665	71	...
High Schools (Boys') ...	60	60	...	...	16,386	17,733	1,347	...
Do. (Girls') ...	8	12	4	...	798	1,110	312	...
Middle Class Schools (Boys') ...	212	241	29	...	12,029	13,653	1,624	...
Do. (Girls') ...	27	37	10	...	1,344	1,703	359	...
Primary Schools (Boys') ...	5,582	5,908	326	...	355,507	3,75,049	19,542	...
Do. (Girls') ...	382	402	20	...	24,396	25,870	1,474	...
Sanskrit Páthshala at Násik... ...	1	2	1	...	60	71	11	...
Total ...	6,335	6,726	391	...	4,13,341	438,416	25,084	9

16. **Resumé.**—The net result of the year is as follows :—

	Schools.	Scholars.	
	Increase.	Increase.	Decrease.
Institutions maintained by the Department	2	1,386	...
Institutions maintained by Local Fund and Municipal Boards	91	7,491	...
Institutions maintained by Native States	83	7,712	...
Institutions aided by the Department or by Local Fund or Municipal Boards	207	9,419	...
Unaided Institutions	7	...	734
Institutions maintained by other Departments	1	...	199
Total ..	391	26,008	933
Deduct—Decrease	...	933	...
Net Increase ...	...	25,075	...

The above Tables are, it is hoped, so full that they leave little room for comment. Government can determine, by a mere glance at the figures, whether the department has recognized the pre-eminent claims of aided institutions, and whether the response made to their applications for aid does not justify full confidence in the expansive power of private enterprise. Out of a net increase of 25,075 pupils private enterprise has contributed 9,419 or 37 per cent. The department has been content to add only 1,386 to its scholars in departmental schools, and so far it has resisted steadily the pressing invitation to enlarge its secondary schools in order that free scope might be given to private enterprise. I may anticipate the history of the present year by observing that I have systematically resisted similar temptations, and I am glad therefore to point out that I have only continued a policy begun by the permanent Director. The figures already given ought however to be surveyed from another stand-point. Has the growth along the lines of aided enterprise tended rather to the increasing support of higher education and the neglect of expanding primary education? The last Table but one answers this question in the negative, and the action of the local boards has mainly contributed to this satisfactory result. Still the

The expansion mainly due to private enterprise.

Claims of elementary education and of backward districts require special watching.

inquiry is one which must be constantly made in future years, because, although private enterprise is the most successful agency in secondary and higher education, its value has yet to be determined by experiment in the matter of elementary instruction. Any tendency to reduce our primary system to the level of the indigenous páthshálas of one Province of India ought to be watched and resisted. Our village communities appreciate the higher elementary instruction now given to them, and they would suffer by any lowering of the standard attained after so many years of departmental labour. Finally I would call attention to one other direction in which advance along the lines of private enterprise must be annually watched. It is comparatively easy to enlist private enterprise in the districts of Poona, Thána, and the advanced Collectorates of the Central Division. But the remote districts of Panch Maháls, Upper Sind Frontier, and even Bijápur do not in the same degree invite the co-operation of private effort. Special attention must therefore be paid to the backward and more needy parts of the Presidency, and here for some time at any rate the department must not relax its own efforts to prepare the way.

CHAPTER III.

PROGRESS OF VARIOUS INSTITUTIONS.

17. **University.**—It is usual to commence an account of the several educational institutions by a short notice of the principal events in the history of the University during the year. The following events are described in the Registrar's report to the Syndicate.

Special convocation.

A special convocation for conferring the Honorary Degree of LL.D. on His Excellency the Most Noble the Marquis of Ripon, K.G., G.C.B., G.M.S.I, P.C., was held on Thursday the 18th December 1885, at 5-15 P.M., in the Sir Cowasji Jehángir Hall of the University of Bombay.

The Chancellor, Vice-Chancellor, and Fellows having taken their seats, the Vice-Chancellor, the Honourable Mr. Justice West, opened the proceedings by an eloquent speech, in which he set forth the public services rendered by the Noble Marquis on whom it was proposed to confer the degree of Doctor of Laws of the Bombay University.

The Vice-Chancellor then presented the Marquis of Ripon to the Chancellor and prayed that he might be admitted to the degree of Doctor of Laws on account of his great and distinguished merit. The Chancellor admitted Lord Ripon to the degree, saying: "By the authority given me as Chancellor of this University, I admit you to the Degree of Doctor of Laws—this on account of your great and distinguished merit." The Chancellor then addressed the Senate as follows:—"Gentlemen of the Senate,—the honour which has just been conferred is one which should always be rare, conferred with discrimination, and founded on general acceptance. I am sure that these requisites are fully satisfied by the degree that has just been conferred. It is rare, for it is, indeed, at this moment unique. That it will be conferred in future with discrimination I am also certain, and so will its value be maintained; but I am still more sure that in the act of the Senate in electing the Marquis of Ripon to this honour, they have met the wishes and satisfied the heart-felt desires of every member of this University, and so this is the parting gift of the University of Bombay to the retiring Viceroy. Gentlemen, I would say, though the Vice-Chancellor has set forth fully the claims of Lord Ripon to this degree, that although there may be in this Senate differences of opinion, as there must always be about worldly affairs upon details of policy, by the whole Senate it has been heartily bestowed. For myself I would say that no act of duty could be more grateful to myself than to be the spokesman in conferring the degree upon one whom I have served during his whole Viceroyalty and in whom I have only recognized again a kind and considerate friend, and though it be to compare small things with great, I cannot but recall at this moment that nearly thirty years ago, at the outset of my parliamentary life, my noble friend introduced me and procured my election to a literary society at home. We then sat on opposite sides of the house, and here to-day I am proud to repay him in kind. May he long live to enjoy this and other honours. I do not hesitate to congratulate him upon the honour so nobly bestowed, and I congratulate you, gentlemen of the Senate, on the admission of a member so altogether worthy of the honour."

Lord Ripon expressed his acknowledgments as follows:—"Mr. Chancellor, Mr. Vice-Chancellor, and Gentlemen,—I have seldom had a task in some respects more difficult than that which falls to my lot at the present moment. When I entered this hall, I knew that a distinction was about to be conferred

upon me which I highly valued, because I saw in it a proof of the approval of a body which had devoted itself for many years to the advancement of the cause of education in India. But I was little prepared to find that I should have, if I may be pardoned the word, to encounter so appreciative a review of my public life as that which has fallen from my friend, your Vice-Chancellor. I only wish that I could think that his friendly judgment rightly described the course of that life, but I may perhaps be permitted to claim for it that there has at least been about it a certain unity. Throughout more than thirty years that I have now taken part in public affairs in England, and now here, I have been actuated by the same general pripciples of policy, and I may say that I have adhered to them without wavering. I will not venture to occupy your time by following in any degree the observations which have been made upon the details of my public course either at home or in India; but I will say this that I esteem it an honour of the highest kind that a body such as this should have given such an unmistakeable intimation of their approval of the policy which I have pursued. I should be the last man to take an unfair advantage of the signs of esteem which you have given me to-night, and to interpret them as meaning that all the members of this University approved of each individual measure of my government. That of course is impossible; but at least I hope that I may interpret the meaning of this degree as indicating that this distinguished body has followed with its sanction and with its approval the educational policy of the Government of India since I have been connected with it. You, Mr. Vice-Chancellor, have reminded me that a large portion of my public life has been given to the promotion of education in my own land, of education in the widest and the broadest sense, of education for the most enlightened, and of education for the masses. And that same policy which I endeavoured to apply when I had the honour to be connected with the department of education at home I have pursued in India. Gentlemen, it would have been indeed strange if I had not taken an interest in Indian education, for I have sat for many years at the feet of Lord Halifax, and I am proud to count him among my warmest friends, and to call him my honoured master. The principles of that great Despatch of 1854 were those which I sought to apply and develope when I came out to this country; but I knew that however sound these principles might be, it would not be wise after a lapse of thirty years to take measures for practically applying them to the existing circumstances of India without first ascertaining exactly what those circumstances were and what was the best means by which the principles of that despatch might be applied to them at the present time. I therefore thought it wise to institute a searching inquiry into the condition of education in India. That inquiry was conducted with great ability by those to whom it was entrusted, and it has resulted in the suggestion of measures which have been in the main adopted by the Government of India and adopted I think, I may say, with general acceptance. I found, gentlemen, even from the first moment that I accepted the office of Viceroy, that those who were interested in the progress of education in India were keenly desirous for its extension among the masses of the people. But the question of primary education in India is beset by many difficulties, the chief of which arise from the very common perhaps, but very vital, difficulty—want of funds. There were those who in their zeal for elementary schools would have been prepared to see secondary and higher education imperilled and its advance delayed, but the Government of India never yielded to views of that description, and they were always determined that, whatever measures they might take to spread primary education throughout the length and breadth of the land, they would do nothing which could endanger the advance of higher instruction. It is true that we made an appeal to private aid, and that appeal has already received many responses which are I trust only the first fruits of that noble harvest which will be gathered hereafter by those who come after us. For my own part, gentlemen, I can truly say that the more I have studied this question in India itself the more convinced I have become that it would be a very serious mistake to do any thing which could interfere with the onward progress of higher culture, or which could tend to place it beyond the reach of youths of limited means. The resolution which has been recently issued by the Government of India and which constitutes almost my last political act in this country, has been framed upon these lines and inspired by that spirit. But, gentlemen, I am very strongly impressed with the conviction that the

spread of education, and especially of western culture, carried on as it is under the auspices of this and the other Indian Universities, imposes new and special difficulties upon the Government of this country. It seems to me, I must confess, that it is little short of folly that we should throw open to increasing numbers the rich stores of western learning; that we should inspire them with European ideas, and bring them into the closest contact with English thought; and that then we should, as it were, pay no heed to the growth of those aspirations which we have ourselves created, and the pride of those ambitions we have ourselves called forth. To my mind one of the most important, if it be also one of the most difficult, problems of the Indian Government in these days is how to afford such satisfaction to those aspirations and to those ambitions as may render the men who are animated by them the hearty advocates of the loyal supporters of the British Government. It is in such considerations that those who care to seek for it may find the explanation of much of the policy which I have pursued in this country. Gentlemen, at this late hour I will detain you no longer, but I will assure you that the deep interest which I have felt, and ever shall feel in the progress of education in India, makes me esteem very highly indeed the honour which you have conferred upon me today. My best wishes will ever accompany the onward progress of this University, which is doing in India for England work so noble, and is binding together the two lands and their numerous races with cords more powerful than the strength of armies and more enduring than the craft of statesmen. Gentlemen, I thank you heartly."

His Excellency the Chancellor after a short pause declared the convocation dissolved.

Convocation for conferring degrees.

The annual convocation of the University for conferring degrees was held on Tuesday the 20th January 1885, at 5-15 P.M., in the Sir Cowasji Jehángir Hall of the University. After the admission had been made, and the report of the proceedings of the University had been read, the Honourable James B. Peile, C.S.I., Vice-Chancellor of the University, addressed the Senate on the subject of the development of spontaneous and independent educational enterprise in the Presidency and the Native States; and on the loss sustained by the death of Sir Alexander Grant, Bart., and the retirement of the Honourable Mr. Justice West, formerly Vice-Chancellor of the University.

Endowments.

During the year under report the Senate accepted with their best thanks an offer made by Káveribái (by desire of her late husband, Assistant Surgeon Bálkrishna Sudámji, G.G.M.C.,) of the sum of Rs. 5,000 in Government 4 per cent. Promissory Notes, for the foundation of a prize in midwifery, of the value of Rs. 200, to be called after her husband's name, and to be awarded every year under such regulations as the Syndicate may consider desirable.

Affiliations of Colleges.

The Gujarát College was recognized for the purposes of the first examination for the degree of Bachelor of Arts. The Fergusson College at Poona has been recognized for a period of three years for the Previous Examination in Arts. The establishment of this institution is noteworthy as affording the first instance of a native-aided College founded by the spontaneous efforts of graduates of the University. A new Law Class at Poona has also been recognized in the Faculty of Law for a period of three years. Application for the recognition in Arts of the Bhávnagar Sámaldás College was submitted to the Senate before the close of the year.

By-laws and Regulations.

Since the last convocation for conferring degrees, regulations for awarding the Bálkrishna Sudámji Prize have been made by the Senate and have received the approval of His Excellency the Governor in Council. A complete set of new regulations for conducting the medical examinations of this University was also made by the Senate and has received the approval of His Excellency the Governor in Council.

Act I. of 1884.

During the year under review the University acquired, under Act No. I. of 1884, the power of conferring honorary degrees. At the special convocation held

on the 18th December last, of which an account has already been given, the first honorary degree of the University was conferred on the Most Noble the Marquis of Ripon.

University degrees.

18. The result of the entrance examination will be noticed later on. For the higher examinations of the University the Registrar has compiled the following Table :—

Nature of Examination.	Number of Institution sending Examinees.				Number of Examinees.				Number passed.				Race or Creed of Passed Scholars.					
	Public Institutions under Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Pársis.	Jews.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges.																		
1. Master of Arts ..	2	1	..	3	12	1	..	13	8	1	..	9	..	..	7	..	2	..
2. { Bachelor of Arts ..	2	2	..	4	81	19	..	100	63	15	..	78	..	..	59	1	16	2
2. { Bachelor of Arts (old system) ..	2*	1	..	3	11	2	..	13	5	..	..	5	..	..	4	..	1	..
3. B. Sc.	1	1	..	2	3	1	..	4	3	1	..	4	..	..	3	..	1	..
4. { 1st B. A.	4	2	..	6	143	24	..	167	61	8	..	69	1	..	56	..	12	..
4. { 1st B. Sc. ..	2	..	..	2	2	..	..	2	2	..	..	2	..	..	2	..	..	..
5. Previous Examination	4	2	1	7	265	75	23	363	114	42	8	164	1	3	124	1	34	1
Colleges for Professional Training.																		
Law.																		
1. Bachelor of Law ..	1	..	..	1	34	..	..	34	13	..	..	13	..	..	8	..	5	..
Medicine.																		
1. M. D.	1	..	..	1	2	..	..	2	1	..	..	1	..	..	1	..	..	..
2. L.M. & S.	1	..	..	1	37	..	..	37	23	..	..	23	2	2	7	..	12	..
3. 1st L.M. & S. ..	1	..	..	1	70	..	..	70	32	..	..	32	2	1	10	1	17	1
Engineering.																		
1. L.C.E.	1	..	..	1	14	..	..	14	7	..	..	7	..	..	5	..	2	..
2. 1st L.C.E.	1	..	..	1	29	..	..	29	25	..	..	25	3	1	21	..	..	..
Total ..	7	2	1	10	703	122	23	848	337	67	8	432	9	7	307	3	102	4

Comparison of degrees with last year.

These figures show in some respects an improvement on the previous year. For the number of successful candidates has risen from 405 to 432, while the number of candidates presented was 848 against 785 in the preceding year. Thus almost the same proportion of success has been obtained with a larger outturn of passed candidates. Comparing the detailed figures for 1884-85 with those of the previous year I find that for the P.E. *164 passed against 124; for the 1st B.A. 69† against 95; for the 1st B.Sc. 2 as also last year; for the B.A. (old and new systems) 83‡ against 76; for the B.Sc. 4 against 2; and for the degree of M A. 9§ against 2. In law there was an improvement of 13 passed candidates against 9; in medicine a falling off, but in engineering the successful candidates for the 1st L.C.E. were 25 against 12, whilst for the higher degree of L.C.E. ¶ there was a falling off of 6 graduates. On the whole the number of graduates in the lower degrees promises well for the future, whilst in the higher degrees of the Arts Colleges the year has been singularly successful.

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* 101 selected Sanskrit as their second language, 29 Latin, 33 Persian and 1 Hebrew.

† 50 selected Sanskrit as their second language, 6 Latin, and 13 Persian.

‡ 55 selected Sanskrit as their second language, 9 Latin, 18 Persian, and 1 Hebrew. In the selected groups 19 passed in Language and Literature, 33 in History and Political Economy, 9 in Logic and Moral Philosophy, 9 in Mathematics and 13 in Natural Science.

§ 2 passed in Languages (Sanskrit and Persian), 2 in History and Philosophy, and 5 in Natural Sciences.

¶ In the selected subjects 1 passed in Analytical Geometry and Differential and Integral Calculus, 2 in Mining and Metallurgy, 2 in Mechanical Engineering and 2 in Botany and Meteorology.

19. **Arts Colleges.**—The statements published by the University show the position of each College in respect of the annual examinations, and I give these statements before noticing the reports of the Principals :— Success of the various Colleges.

Previous Examination.

Colleges.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone College	128	60
Deccan College	84	33
Free General Assembly's Institution, Bombay	37	15
St. Xavier's College	38	27
Gujarát College, Ahmedabad	23	9
Rájárám College, Kolhápur	30	12
Baroda College	23	8
Total ...	363	164

1st Examination for the Degree of B. A.

Colleges.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone College	66	30
Deccan College	56	24
Free General Assembly's Institution, Bombay	11	2
St. Xavier's College	13	6
Gujarát College, Ahmedabad	7	...
Rájárám College	14	7
Total ..	167	69

2nd Examination for the Degree of B. A.

Colleges.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone College	54	40
Deccan College	27	23
Free General Assembly's Institution, Bombay	5	3
St. Xavier's College	14	12
Total ...	100	78

Examination for the Degree of B. A. (old system).

Colleges.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone College	7	5
Deccan College	4	...
Free General Assembly's Institution, Bombay	2	...
Total ...	13	5

In the first examination for the degree of B. S.c. two candidates passed; 1 from the College of Science, Poona, and 1 from the Elphinstone College; 1 of them was placed in the 2nd class.

In the examination for the degree of B. Sc., 4 candidates passed; 1 of them was placed in the second class. 3 were from Elphinstone College and 1 from St. Xavier's College.

In the examination for the degree of M. A. in Languages 2 candidates passed in the 2nd class. They both were from Elphinstone College.

In the examination for the degree of M. A. in History and Philosophy 2 candidates passed. One of them was placed in the 2nd class. One was from Elphinstone College and one from Deccan College.

In the examination for the degree of M. A. in Natural Sciences 5 candidates passed, 1 of whom was placed in the 1st class and one in the 2nd class. 3 were from Elphinstone College, one from Deccan College, and one from St. Xavier's College.

Success of the aided Colleges

A few remarks may be offered on the Tables just given before any detailed notice of the colleges is attempted. In the first place the gross outturn of successful candidates for the University degrees shows an improvement on previous years without any falling off in the proportion of success. For the examinations known as the P.E., 1st and 2nd B.A. and old B. A. 643 candidates presented themselves, of whom all but 50 per cent., *viz.* 316, passed. Last year there were 590 candidates, of whom one-half were successful. In the next place, the valuable assistance rendered to higher education by the two aided colleges of Bombay is most conspicuous. The Free General Assembly's Institution and St. Xavier's College sent up last year as well as in the year which preceded it 120 candidates to these examinations, but they passed no less than 63 in 1884-85 as against 45 in the preceding year. Between them therefore they exceeded the average of success for the whole Presidency, but taken separately the results achieved by the St. Xavier's College are still more remarkable. Out of 65 candidates presented 45 were successful, whereas in the year 1883-84 only 24 succeeded out of 69 presented. When the cost to the State of the successful students from St. Xavier's College is contrasted with the cost of each similar student from the Government Colleges the advantages of securing the co-operation of private enterprise in collegiate education become very apparent.

Need for alteration in the grant-in-aid system for Colleges

The grant-in-aid rules for colleges are however very illiberal, and they explain how it is that in the year under review the aided colleges of this enterprising Presidency remain only two in number, that is, no more than they were 15 years ago. In the interval between 1869 when St. Xavier's College was affiliated and 1884-85 no less than ten aided colleges have been added to the list of aided institutions in Madras, of which four are First Grade Colleges. The Bombay Presidency with greater wants had not added one, although the Fergusson College at Poona will figure in the report for next year. Meanwhile the Province of Sind, geographically isolated from Bombay, can boast of no college, whilst the Southern District of the Presidency adjoining the Madras Presidency has to rest content with a Second Class College in a Native State or send its scholars to the College of Poona. It is urgent time for a reform in this respect, and I have submitted to Government proposals for substituting a fixed grant for the results-grants which have hitherto failed to attract private enterprise. A Mahomedan College in Bombay on the grant-in-aid principle is an institution which is much needed by that community, whose entire contribution to the attendance at colleges of all sorts was represented by 8 students in the year under review. The patronage of Government is most liberally extended to graduates of the University; and with the introduction of a system which would give a college reasonable assistance in its infancy, when its needs are greatest, we might reasonably anticipate that private enterprise would supply the wants of the country with aided arts colleges. Government could then concentrate its attention on the development of technical and scientific institutions, a department in which the cost of apparatus and the want of teaching power render it hopeless to expect that native society will be able to take the first step.

I proceed now to give some account of the various colleges, and I have endeavoured to recognise the equal importance and position of aided colleges by giving the same information respecting them as is usually given in regard to the Government or Native State colleges only.

20. **Elphinstone Arts College.**—In the Elphinstone College the fee-receipts have risen from Rs. 24,241 to Rs. 26,021 and the attendance returns for the last three years are :— Tables of attendance and results.

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1882-83	173	192	239
1883-84	230	235	274
1884-85	225	235	268

The returns for the University examinations are :—

Examinations.	1882-83.		1883-84.		1884-85.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	101	31	114	38	132	60
1st B. A. do.	56	28	68	41	70	30
B. A. do.	49	28	60	39	63	45
M. A. do.	2	2	2	1	7	6
1st B. Sc. do.	2	...	1	...	1	1
2nd B. Sc. do.	3	2	2	1	3	3
Total ...	213	91	247	120	276	145

As in the case of the Deccan College the Principal, Mr. Wordsworth, insists on the necessity of some addition to the professoriate staff. His argument rests not merely on the large fee-receipts and the accidents of frequent casualties and changes in the staff during the past year, but mainly on the enlargement of the studies prescribed by the University, and on the fact that some years ago, when the College attendance was much smaller, a Professor was detached to strengthen the Poona College of Science. An extract from the Principal's report dealing with this matter is printed in Appendix A. The want of increased accommodation for students is also referred to. The results attained under the difficulties described were generally satisfactory, but the failures in the 1st B. A. were disappointing. As bearing possibly on this subject and introducing the important question of the physical stamina of the undergraduates I have printed also in the appendix an extract from the report of the Senior Fellow of the College, Mr. M. V. Gokhale. The Principal's report.

The distribution of classes of society throughout the institution, with its attendance of 268 students, shows 110 sons of Government officials and State or Government pensioners, with 18 more the sons of officials of Native States. Merchants supply the large contingent of 30 students, and the propertied classes are represented by 17. The distribution according to caste shows 184 Hindus, of whom 73 are Bráhmans and only 2 the sons of cultivators. There are 75 Pársis, 3 Jews, only 5 Mahomedans, and one Christian. Distribution of classes and castes.

21. **Deccan Arts College.**—The fee-receipts in this Government College have risen from Rs. 8,622 to Rs. 9,173, and the attendance shows a large increase :—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1882-83	122	126	150
1883-84	148	150	179
1884-85	148	170	210

The fee-receipts may be accepted as indicating an additional obligation on Government to provide the additional Professor of History and Political Economy for whom Mr. Chatfield made a forcible appeal in his letter No. 7328, dated 28th February 1884. The numbers in the College more than double the numbers in 1878-79 and will even now increase unless a limit is put upon them. The Table which will be presently given, although it is creditable to the existing staff, tells an unmistakeable tale of insufficient teaching-power, and I can only express the hope that the difficulties which have retarded compliance with the request preferred last year may not continue to operate against a proposal which was not only reasonable but economical. The additional expenditure would largely add to the success of the college, and materially reduce the present cost to Government of each University degree won by its students.

The returns for the University Examinations of the year are creditable in the higher degrees, but hardly satisfactory in the earlier stages of the College course :—

Examinations.	1882-83.		1883-84.		1884-85.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	61	26	64	36	84	33
1st B. A. do.	35	13	45	30	56	24
2nd B. A. do.	8	2	17	16	27	23
Old B. A. do.	23	14	14	12	4	...
M. A. do.	...	...	1	...	4	2
Total ...	127	55	141	94	175	82

The Principal's report.

An extract from the Principal's report is given in Appendix B. and it will be observed that Mr. Selby mentions the fact that the College staff remains unchanged although the number of students has nearly trebled since he joined the College. Even if the new Professor is granted, the same difficulty will recur unless the tendency of numbers to increase is checked. Mr. Selby has recommended that a maximum number should be fixed, and looking at the present accommodation I have ordered that the proper complement of the College shall be regarded as 200. There is now an aided college in Poona which may be expected to develope into an institution teaching the full University course and any restriction upon the attendance in the Deccan College will not be felt now as it would have been some years ago. In the same way the numbers of the Elphinstone College ought, I think, to be fixed at a maximum of 300.

In the course of the year a law class was attached to this College, and the distinguished Small Cause Court Judge of Poona delivered lectures to the class. The Principal has however omitted to notice it in his report.

Distribution of class and caste.

Turning to the castes which attended the College I find that 166 were Bráhmans, leaving only 26 other Hindus; 12 were Pársis, 3 were Christians, 2 Jews, and only one was a Mahomedan. The social distribution shows that 96 were the sons of Government officials, pensioners, or public servants of Native States. Twenty-one were the sons of persons of property, while 12 were returned as members of the cultivating class. The rest were fairly distributed over the various classes into which the community is divided for the purposes of classification of educational statistics.

22. **Gujarat Arts College.**—The fee-receipts in this departmental institution have risen from Rs. 1,710 to Rs. 2,385, and the attendance shows a continued increase. The College was during the year only a Second Class College teaching to the 1st B. A. It is also still associated with the High School thereby preventing the full growth of the College which will teach the full Arts course when it is provided with an adequate staff. I have lately addressed Government on the importance of providing English Professors for teaching English, History and Political Economy. I feel that a policy of protection would be injurious to the highest interests of Native society.

Attendance Return.

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1882-83	12	13	22
1883-84	22	23	39
1884-85	35	40	44

The examination returns for the last three years are as under :—

Examinations.	1882-83.		1883-84.		1884-85.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	8	1	18	7	24	9
1st B.A. Examination ...	...	...	...	...	7	...

The percentage of passed students compares favourably, as the Acting Principal Mr. H. Dalál remarks, with other Colleges, being only exceeded in the strongest of aided institutions, St. Xavier's College, and in the Elphinstone College. The year under review was the first year in which the College presented candidates for the 1st B. A. Examination, and I attribute the want of success in a large measure to the inadequate staff of the college. The only remedy appears to be the early separation of the school and college which I have already represented to Government. Here however I may observe that the Province of Gujarát possesses a very strong claim upon Government. Not only is its adhesion to the advantages of modern education conspicuous, but the efforts which the people have made to support higher education and to provide an Endowment Fund for the College deserve the cordial co-operation of Government. The subscribers to the fund have long felt disappointment at the delay which has occurred, and now that they find the capital of the Deccan is enriched with two Colleges they are more than ever impatient for the fulfilment of the promise of material help in the establishment of a Frst Class Provincial College. One of their earliest requirements is separate accommodation regarding which the Acting Principal writes as follows :— Principal's report.

"The admission of the college classes in the small old school building has forced the school to send two of its regular classes out of the premises, into very unsuitable and badly ventilated narrow rooms close by: I cannot exercise the necessary supervision over the classes thus detached, nor can the masters exercise proper control over the boys so crammed. I have therefore asked the Trustees officially through Mr. Giles for the sanction of about Rs. 50 per mensem temporarily for rent and sundries from the College Funds. This grant will enable me to remove the college classes to a desirable and respectable building close to the school premises, and to bring the school classes back to the main building."

The classes of society represented in the College are fairly well distributed, the sons of petty traders being as numerous as the sons of Government pensioners, but there are no children of artizans or cultivators. The different religious denominations represented are only three. Hindus, of whom 76 are Brahmans, number 37, and there are 5 Pársis. Notwithstanding the large and important Mahomedan element in the population of the division there are only 2 Mahomedans in the college. Distribution of class and caste.

23. **Rajaram Arts College.**—The fee-receipts in this Kohlápur State College have risen from Rs. 1,880 to Rs. 2,325, and the attendance steadily increases :—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1882-83	20	21	26
1883-84	31	31	38
1884-85	37	38	47

The examination returns are as under :—

Examinations.	1882-83.		1883-84.		1884 85.	
	Number sent up.	Number passed.	Number sent up	Number passed.	Number sent up.	Number passed.
Previous Examination ...	18	14	29	12	30	12
1st B. A. do.	...	...	9	5	14	7

The Principal's report

The College was affiliated to the University in June 1880, and commenced with only eight students. Since it only teaches up to the 1st B. A. course its sphere of usefulness is necessarily contracted. But there can be no doubt that the Southern Maratha Country requires a full-course college, and although the Rájárám College is an institution belonging to a Native State, it receives whatever assistance the department can supply, as well as the patronage of the adjoining districts. Amongst its present students are boys from the two Government High Schools at Belgaum and Dhárwár and from the Mission School at Belgaum, as well as from the various High Schools in Native States in the Southern Maratha Country. Mr. Candy bears testimony to the cordial support and encouragement which the college continues to receive on all sides.

"The success of the scientific conversazione in 1883 induced us to hold one under the Presidency of the Regent on a larger scale during the last Christmas, the object being to exhibit to the public several pieces of scientific apparatus, to explain as far as practicable their working and principles, and to show illustrative experiments. Several exhibitors were trained, comprising most of the members of the college staff, several college students and a few masters of vernacular schools in the town of Kolhápur. The exhibition was open for four days during which about 5,000 spectators, men and women, boys and girls, visited the place. It was a very elaborate affair and proved a great success. The labour of arranging the apparatus fell principally upon Mr. B. P. Modak, the Lecturer in Physics, but he received the most hearty co-operation of most of the masters and Professors and of several gentlemen not connected with the college. I have to make grateful acknowledgments to the Darbár for the encouragement and patronage which is always vouchsafed to every movement that is calculated to spread knowledge among the people. Nor should I forget to mention here instances of active individual sympathy which contribute so materially to the success and popularity of the institution. Colonel Reeves, the Political Agent, has kindly offered a prize of Rs. 50 to be awarded to the student of P. E. Class, who should obtain the highest number of marks in the 1st Terminal Examination. Dr. Sinclair, the Darbár Civil Surgeon, offered two prizes of Rs. 10 each which were awarded to two deserving pupils for general proficiency and for excellence in gymnastic performance. Khán Sáheb, the Diván of Kolhápur, Mr. Krishnáji Bhikáji Gokhalé, the Tutor to His Highness the Mahárája, and Mr. V. G. Apté, the Assistant to the Darbár Surgeon, substantially assisted us in successfully carrying out the usual programme of annual Prayág Picnic which came off in January. The Reverend Mr. Priestley and Miss. Sheperd have kindly continued their instructions in singing. To all these friends and well-wishers of the institution my warmest acknowledgments are due. I am glad to notice that all the members of the college staff, Professors and masters are ever willing to sacrifice their time and labour to make the Rájárám College an institution of diversified usefulness and intelligent activity."

Distribution of caste and class.

It is a significant fact that the Native States are far less fortunate than the British Government in securing a fair representation of all classes in public educational institutions. There is not one Mahomedan or one Christian in the Rájárám College. All the students are Bráhmans, except four, who are also Hindus of a respectable caste.

24. **Free General Assembly's Arts College.**—The attendance in this aided college in Bombay has risen from 57 to 122 and the fee-receipts have increased by Rs. 2,632. The attendance returns for the last three years are :—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1882-83	45	52	35
1883-84	38	41	57
1884-85	75	81	122

The returns for the University examinations are :—

Examinations.	1882-83.		1883-84.		1884-85.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	27	6	33	10	37	15
1st B. A. do.	17	7	10	6	11	2
2nd B. A. do.	3	2	4	4	5	3
B. A. (old system) Examination...	9	4	4	1	2	...
M. A do. ...	3	3	...	...	...	...
2nd B. Sc. do. ...	1	1	1	1	...	...
Total ...	60	23	52	22	55	20

Principal's report.

The college was affiliated in 1861 in the year following the affiliation of the Government colleges in Bombay and Poona. The attendance has risen 50 per cent. above the highest attendance ever previously recorded. It is satisfactory to notice that the staff is about to be increased by the addition of a new Professor. The Principal dwells upon the necessity for increased accommodation, a need which is about to be relieved, since on March 10th, 1885, His Excellency Sir James Fergusson, Bart., Governor of Bombay, laid the foundation-stone of a new college, to be called the Wilson College, at Chaupáti in a healthy and convenient quarter of Bombay. Government has given the site free of cost, and promised a building grant of Rs. 87,000. One feature in the design of the college, as drawn by Mr. J. Adams, Architect to Government, is the provision of rooms for 30 or 40 resident students. The Principal, Dr. Mackichan, refers also to the multiplicity of subjects prescribed for the Previous Examination and the shortness of time given for their acquisition under the present regulations.

Distribution of caste and classes.

The distribution of classes shows that 25 per cent. of the students are Pársis and 75 per cent. are Hindus, of whom more than a moiety are Bráhmans. There are 4 Maráthas in the college, one of whom obtained the Gibbs Prize for Physical Science in the last Previous Examination.

Tables of attendance and results.

25. **St. Xavier's Arts College.**—The attendance in this College has risen from 94 to 111. The attendance-returns for the last three years are :—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.
1882-83	60	65	86
1883-84	76	82	94
1884-85	79	97	111

The returns for the University examinations are :—

Examinations.	1882-83.		1883-84.		1884-85.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination	31	15	43	7	38	27
1st B.A. do.	14	4	21	13	13	6
2nd B.A. do.	8	6	2	3	14	12
B. A., old system, Examination...	7	4	1	1	...	...
M. A. Examination	...	...	1	1	1	1
2nd B. Sc. Examination ...	...	...	...	...	1	1
Total ...	60	29	70	25	67	47

This aided college was affiliated in 1869 and has thus reached the sixteenth year of its existence. Weighted with many difficulties its success may now be considered assured. The college has only one scholarship, namely the Cáwasji Jehángir scholarship of Rs. 125 a year which is restricted to Portuguese students, and it cannot afford to admit many free students. The fees are Rs. 48 a term with an entrance fee of Rs. 10. The class for which the college was specially intended, namely Christians, is one which is generally too poor to provide the means for higher education. Notwithstanding these disadvantages, St. Xavier's College has not only secured in the University examinations the admirable results shown above, but its students have secured two University scholarships and two prizes. It may be confidently hoped that, when arrangements are made to offer college scholarships to public competition, the aided colleges of Bombay will establish their claim to a proper share of them as successfully as they have to the University prizes which are open to all. A fundamental alteration in the system of grants-in-aid will also give them that stability which cannot be secured under the fluctuations of payments by results.

Principal's report.

The Principal dwells upon the want of accommodation, and the absence of a good library and laboratory. For the former Government have promised a college site as well as a grant of Rs. 60,000 : for the latter an alteration in the grant-in-aid system has been recommended by me, and it will, if sanctioned by Government, provide a remedy. The advantages of strengthening the aided colleges are obvious. Not only are the educational results produced by them far cheaper to the State, but they are, as shown above, equally good with those obtained in the Government colleges when measured by the sole test of the University degrees. In other respects the aided colleges serve a good purpose as introducing variety into the type of education, and affording means for comparison with the State institutions.

26. **The Sa'malda's Arts College, Bha'vnagar.**—This Native State institution deserves a passing notice as having received the recognition of the University on February 21st, 1885. The college owes its existence to the enlightened liberality of His Highness the Thákur Sáheb of Bhávnagar, who has founded it to perpetuate the memory of his late Diván Sámaldás Parmánandás. The college is liberally equipped with library and scholarships, and is under a board of management. Its students number 29. It is not in any sense connected with this department, but as a proof of the extension of higher education in the Native States of this Presidency which largely avail themselves of the assistance of this department, the foundation of the Sámaldás College demands place in the annual report.

27. **Special Colleges, Law School.**—The fee-receipts have risen from Rs. 5,465 to Rs. 5,657 and there is an increase in the number on the rolls at the end of the year :—

	March 1884.	March 1885.
Senior students	24	43
Junior students	58	53
Jurisprudence Class	83	84
Total ...	165	180

Professor's report.

Mr. Jardine, Perry Professor of Jurisprudence, resigned his appointment in September last and Mr. Newcome Fox succeeded him. On the examination results the Perry Professor reports as follows :—

"79 candidates presented themselves for examination, of whom 54 successfully passed it. The annual prize of Rs. 100 was awarded to Mr. Kola, Hirji Kavasji, B.A., of Elphintone College, who obtained the highest number of marks at the jurisprudence examination.

"34 candidates presented themselves for the LL.B., Examination of the University of Bombay held in November 1884, of whom 13 passed the examination"

In the interests of the aided colleges the rules for the admission of free students have been lately re-cast: and the orders of Government contained in their Government Resolution No. 1202, dated 23rd June 1885, will be found reprinted in Appendix C.

Of the total number of students 138 are Hindus, 3 are Mahomedans, 36 Pársis, and 3 Christians. 76 are the sons of Government officials, 8 of pensioners, and 17 of officials of Native States. Amongst the rest all classes of the community are represented, and 4 are the sons of cultivators. Distribution of class and caste.

28. **Special College. Grant Medical College.**—The fee-receipts have risen from Rs. 25,327 to Rs. 26,760, and there is an increase in the number of students on the rolls :—

	31st March 1884.	31st March 1885.
Matriculated students	289	277
Hospital apprentices	49	76
Female students	12	17
Total ...	350	370

The class for female students was only instituted last year. It is open to candidates who have completed 18 years of age and passed a suitable examination. The course of instruction mapped out was given in the report of last year. Of the twelve students who then formed the class, ten have continued their studies, and seven others have been admitted, of whom one is an undergraduate. In consequence of the limited accommodation available it is not advisable to increase the attendance, but if applications increase, it will be possible to insist on a higher standard of general knowledge as an entrance qualification. Success in the terminal examinations depends largely upon the preliminary education gained by the student, and in course of time it will be convenient to insist upon the matriculation standard as the test for entrance. During the year the curriculum was revised so as to allow of the students having two courses instead of one in all the more important junior subjects, and the orders of Government contained in Government Resolution No. 1729 of October 7th, 1884, are printed in Appendix D to this report. Class for female students

With regard to the classes for male students there is some falling off in the results as compared with the previous year. The same number of undergraduates, 38, appeared as in the preceding year for the degree of L. M. and S. but only 23 passed, 3 in the first and 20 in the second division, as against 5 in the first and 23 in the second class in 1883-84. At the first examination there were 81 candidates, of whom twenty were successful, 2 in the first and 18 in the second division, whereas in the previous year 43 succeeded out of 93 candidates. There were two candidates for the degree of M.D., of whom Mr. Moreshwar Gopál Deshmukh succeeded in obtaining the coveted distinction. Five Assistant Surgeons presented themselves for examination in accordance with the rules of their department and were all found qualified. From the Military Pupil's Class 8 fully instructed apprentices passed out as qualified for the grade of Sub-Assistant Apothecary. One Assistant Apothecary also joined the college preparatory to his examination for the grade of Assistant Surgeon. Results in the classes for male students.

In the European Midwife Class one woman was passed as duly qualified.

Dr. Cook reports that the college prizes, including the Sir Jamsetji Jijibhái Book Fund, have been distributed as usual. Extracts from his remarks on other subjects, relating to the history of the year, will be found in Appendix D. Another change in addition to the alteration of the curriculum for the female students was effected in the year. The Senate of the University directed that the first examination in medicine should for the future be divided into two, to permit the students to pass in certain of the junior subjects after having The Principal's report.

prosecuted their medical studies for one year, and to come up for the remainder of their subjects as usual in the following year. These regulations having received the approval of Government were published under Notification No. 904 of 1884-85 by the University. The necessary adjustments of the various courses of lectures were accordingly carried out. Dr. Cook in reviewing the events of the 39th year of the college draws particular attention to the large increase of numbers in the matriculated students, who have averaged 266 for the past five years, whilst in 1868 the numbers were only 20. He observes that the college is taxed almost beyond its strength to meet the demands on its teaching capacity, and he looks forward to the day when a college of experimental science with laboratories fitted for scientific experiment and research shall be founded in Bombay. But in the meanwhile the need for assistant teachers especially in Anatomy is acutely felt. Hardly less essential than the increase of teaching power is the need for enlarged accommodation; and the addition of another wing to the college, and of two extra rooms to the Obstetric Institution is represented as a pressing want.

Distribution of class and caste.

Of the 370 students borne on the tolls 112 are Christians, 143 Párais, 107 Hindus, (including 50 Bráhmans and 35 from the trading castes), 3 Jews, and only 5 Mahomedans. All classes of the community, except the cultivators, are fairly represented. Government and Native State officials contribute 50, pensioners 25, merchants 54, and the priestly caste 25. Sons of persons of property are returned at only 12. The wide representation of all classes of the community is a satisfactory feature, and the practical benefits conferred on the community, as illustrated by the large attendance at the college, afford the best justification for the additional accommodation, and increase to the teaching power asked for by Dr. Cook.

29. **Special College. Poona College of Science.**—This institution arose out of a school established in 1854 for the education of subordinates of the Public Works Department. By the liberality of Sir Cowasji Jehángir Readymoney a College was erected and it was affiliated in 1865. In January 1885 the college lost the services of Professor Ráo Bahádur Dáji Nilkant Nagarkar, who retired on pension after having been connected with the institution for more than 30 years. Notwithstanding this and other changes the college has on the whole gained ground in almost every department. The fee-receipts have risen from Rs. 4,212 to Rs. 4,827-8-0, thus more than regaining the loss reported in the previous year, and there is an increase in the number of students studying for the various examinations. The figures for the different classes were as under:—

	1883-84.	188-485.
Civil Engineering Department	75	102
Agricultural Department	37	46
Forest Department	9	5
Mechanical Department (Work-shops)	69	82
Total ...	190	235

Principal's report.

Of the University classes in the Civil Engineering Department, Dr. T. Cooke reports as follows:—

"14 students appeared for the L.C.E. Degree, of whom 7 passed, 1 in the first class, 1 in the second class and 5 in the pass class. Twenty-nine students appeared for the F.C.E. examination, of whom 25 passed, 2 in the first class, 11 in the second class and 12 in the pass class. There was a large number of entries in the Junior Engineering class after the late Matriculation Examination, and several promising students have joined the college from the province of Mysore. The Bangalóre Engineering College has been abolished and the Mysore State finds it advantageous as well as economical to send pupils here, the State paying to certain selected pupils liberal stipends to enable them to live comfortably in Poona and pay their college fees. The men thus sent are of course picked men; I can speak in the highest terms of their intelligence and industry, and their education prior to their joining this college has been most carefully conducted. I believe that

somewhat similar arrangements will be made in the Nizám's State and that instead of keeping up an Engineering College at Hyderabad, Deccan, a few of the best youths will be selected by the State, sent to this College and employed by the State on the completion of the course of study. I think the system will be advantageous both to the youths who are thus educated and to the States which will subsequently find them employment. The enlargement of ideas which will necessarily follow a removal from the narrow sphere in which these youths have been accustomed to move, cannot fail to produce a beneficial and lasting effect on them. The pupils of this college first obtained a footing in Mysore 9 years ago, and three of its alumni who went to Mysore between the years 1875 and 1876 are now Executive Engineers in charge of districts and in receipt of salaries of Rs. 400 per mensem.

"The Government of India recently decided that one additional appointment as Assistant Engineer in the Public Works Department shall annually be given to this College—an inducement which will no doubt have the effect of attracting better men to its classes."

Dr. Cooke gives a satisfactory account of the College Workshop and Sub-Overseer class.

"The average number on the roll throughout the year was 77·8 with an average daily attendance of 62. The number of apprentices in the workshops at the close of the official year was 67 of castes and creeds as follows:— College Workshops.

11.	Christians...	Europeans	... 2
		Eurasians	... 2
		Portuguese	... 7
51.	Hindus	Bráhmans	... 35
		Artizans	... 11
		Parbhus	... 3
		Others ...	... 2
Mahomedans			1
Jews			3
Pársi			1

This shows an increase of 12 on last year's attendance and I am glad to report that the Artizan Class is better represented in the above Table than it has been in any previous year.

"Thirteen apprentices completed their workshop course during the year. Of these 3 left and obtained employment, while 10 presented themselves in December last for the entrance examination of the Sub-Overseer Class. All passed the entrance test and are now studying in the college for the Sub-Overseer's examination which will be held in January 1886.

"The Sub-Overseer Class at the close of the year consisted of 15 students—an increase of one on the total of the previou year.

* * * * * * * *

Eight candidates were declared by the Examiners to have passed the examination and most of these have since obtained employment."

The Principal dwells on the urgent need for adding to the staff of the workshop a foreman moulder, a pattern-maker and other teachers of trades. The carpenter's shed also requires additions. Owing to the late pressure on the finances these proposals have not yet received the sanction of Government, but I take the opportunity of pointing out the advantage of developing to the fullest extent the only higher class institution in the Presidency, which attempts to give mechanical training. We have abundant reasons for perseverance. The Native State of Mysore and other feudatory States of India send pupils to the Poona College of Science, and Bráhman pupils are showing a readiness to turn their hands to carpentering. There is thus a full supply of teachable material. On the other side the need for enlarging our present system of education and for giving it a more practical turn strikes me as the greatest need of the times. We have too many pupils turned out with a smattering of that class of education which aims at a University career. The notion, that the education of the mind and the education of the hands are distinct and even contradictory, prevails too widely in India; a revolution in this state of popular feeling would be effected by the institution of technical schools alongside of the ordinary literary school for the practical instruction of those who must earn their living by the work of their hands. If this want is ever to be met, the first need is an outturn of skilled and well trained teachers and foremen. The Poona College if properly fostered by Government appears to me capable of laying the foundation of a great reform. If young Bráhman lads, who are fitted to be masters of our higher primary and our secondary schools, will only go through a course of mechanical instruction in the workshops, whilst they acquire a theoretic knowledge of various crafts in the lecture-room of the Poona College we shall Supply of teachers for technical schools.

have solved the first of our difficulties namely, the provision of competent teachers. We can then institute schools after the model of that at Rotterdam which has been introduced into other parts of the Continent. The school there is on the half-time system, the morning being devoted to mental education, the afternoon to practical teaching in the workshop, and the course extends from the age of thirteen to sixteen. The pupils learn drawing, mathematics, physics, chemistry, and the elements of various trades, the best practical workmen being engaged to teach these trades. It appears to me that any enterprising municipality, which is the centre of various trades, would do well to institute a school of this sort in place of the uniform lower Anglo-Vernacular School which is copied everywhere. But in the first place teachers are wanted, and I would gladly see the workshops of the Poona College largely increased and the institution recognised as in part a sort of technical training college for teachers of a new class of technical secondary schools of which every district should have one.

Agricultural Department.

The Poona College is perhaps too ambitious, but in our present experimental stage that is inevitable. Some attempt has been made in this Presidency to give a practical turn to our higher education by the creation of Agricultural Classes in High Schools. The programme which I have sketched above for a course of mechanical instruction is already realised to some measure in regard to agriculture. The class at the college consisted of 46 pupils studying agriculture, of whom 8 passed. It is proposed that the University should establish a degree or license in agriculture, which would open to the successful candidates certain revenue appointments at present reserved for graduates of the University. Meanwhile employment for the passed students is found partly in the department under the Director of Agriculture and partly in the schools to which an Agricultural Class is attached. On the subjects of the College Herbarium, the College Farm, and the Forest Department extracts, being paragraphs 12 to 15 inclusive, from the report of the Principal, are printed in Appendix E to this report. I have also reproduced Mr. Woodrow's report on the working of the College of Science Farm in the same Appendix.

Class and caste of students

The various castes and classes of the community are very fairly represented in the college. Bráhmans as usual contribute the largest quota, viz., 142, out of 235 on the rolls. Other Hindus number 48, Christians 29, Párs is 11, Jews 4 and of Mahomedans there is only one. There are 17 sons of cultivators, and 26 sons of persons of means. Government officials contribute 63 to the attendance, but almost every class of the community is represented in one department of the college.

30. Special Schools.—Sir Jamsetji Jijibhoy School of Art

The attendance returns for the last three years are:—

	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.	Fee-Receipts.
1882-83	123	186	184	1,796
1883-84	136	191	212	2,149
1884-85	148	210	251	2,349

The distribution of the pupils through the various classes is shown below:—

	1883.	1884.	1885.
Elementary School...	158	179	209
Architectural Drawing Class	21	15	23
Painting Atelier	12	23	18
Sculpture Atelier	9	8	8
Wood-engraving Department	5	2	.....
Pottery Department	16	Nil.	.....

Extracts from the report of the Examiners and from Mr. Griffiths' report will be found in Appendix F.

The returns for the grade examinations for the last three years are as under:—

	1st Grade.		2nd Grade.		3rd Grade.		Total.	
	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
1882-83	343	92	75	44	9	3	427	139
1883-84	463	159	75	24	24	4	562	187
1884-85	507	151	77	42	23	8	607	201

The scheme for extending art education over the Presidency.

These statistics show the continued extension of the influence of the School of Art over High Schools not merely in the Presidency but even outside its limits. The figures are at first sight misleading without fuller explanation. Two classes of candidates are included in the above Table, those educated in the Bombay School of Art, and those educated elsewhere but brought under the test of its examinations. Taking the former only and including all who attended during any part of the year, it would be found that of 241 students in the elementary classes on March 31st 116 were presented for examinations with the following results. In the first grade 23 were successful out of 34, in the second grade 41 out of 59, and in the third grade 8 out of 23. Altogether 116 candidates obtained 72 certificates, while in the previous year only 38 certificates were won by 127 candidates. The larger figures given in the Table above include also the candidates from the Mofassal middle class schools. With a view to introducing drawing more generally into the school course, Government laid down in January 1880 a course of instruction called the first grade art, which included free hand drawing, model and object drawing, and practical geometry. For more advanced students a second grade arts course was prescribed, including the subjects given above, and linear perspective and delineation of diagrams on the black board. The time has now come when the standard may fitly be raised, as prizes are awarded to all who pass the standard of excellence prescribed. It is very satisfactory to note that under the stimulus of these small prizes, and in consequence of the facilities afforded by the supply of teachers sent out from the School of Art, no less than 33 schools besides the School of Art supplied competitors. A few of these were aided schools, and some were schools outside the Presidency, such as the Nágpur Normal School, the Bhúj and Rájkot Schools of Art, the Kolhápur and Baroda School and the Amraoti High School. The value of the addition of drawing, and of the facilities offered for teaching and examining it by this department are thus recognised not only in the Native States but in the Berars and the Central Provinces. I hope that in time these States will contribute their share to the cost of the examination and of the prizes, but meanwhile beyond raising the standard I have taken no steps to check the widest distribution of this small attempt at introducing a demand for some accomplishment not directly connected with the University degree course. I have given this explanation of the aims of the department, in order to direct the attention of aided schools to the rules for the encouragement of elementary drawing published under Notification No. 119, dated the 28th of January 1880, but I may add that some changes have lately been introduced into the geometry standard. From the paucity of applications for grants received from aided schools I conclude that the rules are not so widely known as they should be.

Successful results of the year's work in the School of Art.

Returning from this explanation to the figures showing the work done in the School of Art I notice that the examiners report a slight improvement in the free hand drawing of the elementary schools, while in model drawing the high standard attained last year has been maintained. The drawings in Geometry were considered to show the conspicuous care devoted to instruction in this subject, and the work in Perspective was pronounced exceptionally good. In the works submitted showing Outline of ornament in low relief from the cast a decided improvement was observed, but in Foliage drawn from nature there was a slight advance noticed in the work of the year. In the Sculpture Atelier a falling off was observed. In the Architectural Drawing Class there were 23 students, of whom the Lecturer, Mr. Adams, reports that they have made very great progress both as draughtsmen and in the knowledge of architecture.

Distribution of caste and class.

I attach great importance to a scrutiny of the various classes and castes which attend the different classes of institution. The conspicuous absence of

Mahomedans, and the paucity of Christians in the Arts Colleges and even in the High Schools afford indications that what may be called the University course does not attract these classes of Indian society. It is therefore satisfactory to notice that in the School of Art the overwhelming preponderance of a single caste, which has been observed in the colleges, does not exist. The average daily attendance in the School of Art has been shown to be 148, but altogether 378 students attended the School at one time or another during the year. Of these 200 were Hindus, 53 being sons of artizans, 24 the sons of cultivators, and only 52 Bráhmans. There were 14 Mahomedans, 83 Pársis, 68 Christians, and 13 Jews. Of the Christians 28 were Europeans, 5 Eurasians, 34 Portuguese, and one a Native convert. This distribution is satisfactory as showing that the school meets a need in all classes of society, and the instruction it affords in the technic art of architecture and the phonetic arts of sculpture and painting may be expected to produce a widespread inference in the future.

31. **Special Schools. Drawing Classes.**—Five new classes were started and one closed during the year under report and the number of children taught is increased from 2,234 to 2,713. The results of the 1st grade examination have been given in the preceding paragraph, but the following table shows the schools which sent up candidates :—

Names of Schools.	Average Number taught drawing during the year.	Number examined.	Number Passed.	Number of Candidates who obtained Prizes.
Bombay Elementary School	...	...	...	...
,, Sir Jamsetji Jijibhoy School of Art.	217	34	23	22
,, Elphinstone High School	114	9	3	8
,, Goculdás Tejpál School	203	17	4	9
,, Chandanwádi do.	163	5	2	2
,, Fanaswádi do.	80	9	8	9
,, Fort Branch do.	58	2	1	1
,, Jagannáth Shankar Set School ...	130	16	9	16
,, Scottish High School	34	6	5	5
,, Education Society's High School...	44	9	4	9
,, Students Literary and Scientific Society's Girls School	15	5	...	...
,, Scottish Orphanage, Máhím ..	11	6	1	3
Thána Byrámji Jijibhoy High School ...	72	20	3	14
Belgaum Sardar's High School	*...	8	1	2
Sholápur do.	110	17	4	...
Broach do.	53	10	...	...
Poona do.	242	55	13	32
Bhúj School of Art	9	9	6	3
Násik High School	65	10	2	8
Surat do.	74	18	4	5
Dhulia do.	159	41	10	38
Kolhápur Rájárám College	*...	36	12	10
Sátára High School	42	18	5	16
Ratnágiri do.	79	15	2	11
Kárwár do.	94	15	7	10
Ahmednagar do.	87	18	3	...
Nágpur Normal School	38	10	2	5
Rájkot School of Art...	50	10	1	8
Karáchi High School	85	9	3	9
Dhárwár Training College	118	29	4	3
Ratnágiri School of Industry	14	13	2	1
Amraoti High School	127	3	1	1
Hyderabad High School (Sind)	55	8	2	7
Baroda College and High School	50	10	4	5
Karáchi Saint Joseph Convent School ...	21	7	...	1
Total ...	2,713	507	151	273
Corresponding figures for 1883-84	2,234	463	159	90

* The schools marked with an asterisk have not sent the required information.

The new classes were opened as follows :—two in aided schools, one in a Government school in Sind, another in the High School at Baroda, and the fifth in the Amraoti High School in the Berars. When it is borne in mind that the change in our system was only commenced in 1880, and that, in the first year of its operation, but one school outside the City of Bombay joined in the scheme, then its extension to Amraoti, Baroda, and Nágpur in the interval of four years may be regarded as an encouragement to those who desire to introduce into our secondary schools a more varied type of instruction than that which obtains marks in the University Examination.

32. **Special Schools—Engineering Class, Hyderabad.**—The number of pupils, 21, in this Sind School shows little increase, and the results of the examination are the same as were reported last year, namely 4 successful in passing out of the schools, and 6 successful in the first year's course. All who passed out received service as sub-overseers of the 1st grade. The Examiners find the pupils, as usual, deficient in practical levelling and surveying. The suggestion made to provide a remedy for this defect, has lately received the sanction of Government. It should, however, be borne in mind that the staff of the class, which is attached to the High School, is very weak.

33. **Special Schools—David Sassoon Reformatory.**—The number on the rolls has risen from 205 to 215, and this number includes not only youthful offenders apprenticed by the Magistrates, but also a certain number of free apprentices sent by their friends to the institution for discipline. It is only with the educational progress of the Reformatory that this report should deal. A fixed grant of Rs. 300 a month is given to the Reformatory which gives elementary education on the Maráthi and on the Gujaráti side. Mr. Kirkham reports that the Maráthi boys showed particularly good writing and were generally intelligent. The Gujaráti boys did fairly well. The industrial education given is well reported on, and the Inspector was satisfied with the general appearance and surroundings of the inmates.

34. **Special Schools—Fardunji Parekh School, Surat.**—This institution owes its origin to the endowment of half a lákh of rupees given by Mr. Karsetji Fardunji Parekh, and it was opened in September 1863, with classes for drawing, carpentery, and work in metals. The annual reports soon began to condemn the school as a "mere workshop," until in 1869 it was closed. In 1878 the school was re-opened and in 1883-84 the average daily attendance had sunk back to 15. On the detailed report of Mr. Little, which was given at page xxix of the Appendix to the Report of last year, it was decided that an efficient Superintendent should be appointed and invested with proper authority over his subordinates. The establishment was remodelled, and a revised course of study both in the school-room and in the workshop was prescribed. At the end of year following these changes the average attendance had risen to 42 and the number on the rolls to 58. Of these 34 were in the Fitter's Class, and 24 in the Carpenter's Class. The examination gave good results, and it is satisfactory to notice that the school was attended by 7 Mahomedans. The contribution given by Government towards the expenses was Rs. 2,000

35. **Special Schools—Ratnagiri and Byculla Factory Schools.**—The School of Industry at Ratnágiri was established by the orders of Government, dated March 25th, 1879. In 1863 a school was started on a private basis, unconnected with Government, which developed into a Saw Mills Company, but failed in the Share Mania. The building, plant, &c., of the old Company was offered in 1879 for Rs. 25,000, and the Local Funds Committee purchased it. Thus originated the Industrial School which is under the management of a local committee. It turns out annually a number of lads of the artizan and labouring classes, who are well instructed in useful mechanical arts and whose wood-work has gained favourable notice at the exhibitions at Poona and elsewhere. The Educational Department has no concern with the management of the workshops and is merely interested in the education of the lads. During the past year there were 92 boys in the school against 91 in the preceding year. The results of the examination showed very satisfactory exercises in drawing, but in other respects the Inspector remarks that "the boys have been pushed on rather faster than is good for sound progress."

Apprentices' Home, Byculla.—The history of the Byculla institution further illustrates the difficulties attending the extension of technical education. In 1879 the Council of Directors of the Education Society recommended an alteration in the course of instruction with a view to preparing boys for the mechanical trades. Certain boys on attaining the age of 16 were to be put to work in workshops, and boarded in the Society's Apprentices' Home until they had qualified for suitable situations as mechanics. Government were asked for a grant of Rs. 20 a month for each boy above 10 in number and under 40, and the Society undertook to admit boys of good character from other schools when there was room for them in the Home. Government sanctioned these proposals in Government Resolution No. 918, dated July 24th, 1880. In December of the following year the Society finding that the number of apprentices did not correspond with their expectations asked for a modification of their original proposal. They applied for allowances for three-fourths of the boys in the Home instead of only for those in excess of the number, ten. Government in their Resolution No. 533, dated April 11th, 1882, fixed a grant of Rs. 10 a month for 3 years for three-fourths of the whole number of inmates of the Home. As the employers would not execute indentures, regular attendance at the workshops was made a condition of payment of the grant. Government also expressed their expectation that the Society would give suitable education out of work hours. The year under report was the closing year of the above arrangement. There were 24 youths in the Home, four of whom came from other schools. They were employed in the workshops of the G. I. P. Railway Company, the Docks, and the Port Trust Committee, and their progress is reported as satisfactory. The want of a Drawing Master is however represented by the Educational Inspector.

36. **Special Schools—Small Industrial Schools.**—On these schools Mr. Kirkham writes as follows :—

> "There is no great change in these institutions. In the city of Poona we have still 2 schools, viz., the Free Church Mission Orphanage Civil Lines, and the school of the Panch Howd's Mission. Both these received special grants for industrial education. The first-named earned a grant of Rs. 200 for 10 boys who received instruction in the trades of printer and book-binder, while the second received a grant of Rs. 320 for 16 boys who are being trained as carpenters. The Industrial Department of the American Mission at Sirur continues suspended, the Rev. Mr. Winsor having only returned from America just as the year was closing. I understand that he has brought out a lot of appliances, and purposes re-opening the work with vigour. The Robertson School of Industry at Pandharpur having been favourably reported on, obtained the full grant of Rs. 72 under Part III of the Grant-in-aid Rules."

Native Industrial School at Sirur and Poona.

I may add to this account that the industrial school at Sirur has been re-opened since Mr. Kirkham's report was written, and it will, I hope, show the way to aided enterprise in undertaking the task of extending technical education. The school of industry under the St. John's Mission at Panch Howds in Poona is an excellent example of the success of private effort. I hope that the Municipal Boards will in course of time distribute a net-work of industrial schools over the Presidency.

Poona Medical School.

37. **Special Schools—Medical Schools.**—The attendance in the Byrámji Jijibhoy School at Poona has fallen from 57 to 52, while that at Ahmedabad has risen from 52 to 63. The attendance in the Hyderabad School has also risen from 38 to 49. At the Poona School 9 pupils passed in the first year's course and 12 in the second year's course at each examination, while at the final examination of pupils in their third year 22 passed. Amongst the students are 3 Mahomedans. Dr. Cook reports that the general conduct of the pupils was on the whole good.

Ahmedabad Medical School.

Hyderabad Medical School.

The Ahmedabad School has entered upon its sixth year, and at the closing examination 13 passed out, 16 passed in the second year and 20 in the first year's course. Dr. Robb writes in high terms both of the conduct and of the progress of the pupils. The year under review was the first year in which the Hyderabad Medical School, opened in July 1881, submitted its pupils to the test of the final examination. The pupils consist of native medical pupils and High School pupils, and the object in view is to provide the Province, isolated as it is from the rest of the Bombay Presidency, with qualified practitioners as well as to recruit the local subordinate medical service with suitable candidates. Eight

High School pupils and eight native medical pupils passed the final examination. Surgeon-Major Keelan draws attention to the urgent need for increased accommodation for the school.

38. **Special Schools—Agricultural Classes in High Schools.**—The attendance in the 8 classes attached to High Schools has risen from 230 to 289. The annual examinations were held by Dr. Cooke, and the results are given below :—

High Schools.	1st Year Students.		2nd Year Students.	
	No. sent up.	No. passed.	No. sent up.	No. passed
Dhulia High School	15	14	...	...
Ahmednagar do.	5	1	3	1
Belgaum do.	8	8	3	3
Násik do.	6	3	...	...
Sholápur do.	8	7	1	1
Surat do.	8	4	2	2
Hyderabad do.	5	5	3	1
Nadiád do.	14	11	8	7
Total ...	69	53	20	15
Corresponding figures for 1883-84 ...	68	46	21	12

The original scheme of Agricultural Classes.

The review of the work done in the agricultural classes would more conveniently follow the remarks given on the College of Science. It is through the supply of the teaching material prepared in the College of Science that it became possible to graft instruction in agriculture on the High School's course. There is a small but steady improvement in the results attained from year to year. That we have not attained larger results is due in some measure to the want of adherence to the scheme sketched out by His Excellency Sir Richard Temple. Original designs are apt to be forgotten when the construction is completed, and therefore it will not be out of place to re-call attention to the design prepared in 1878. It was expected that the University would give a degree in agriculture, and that the students attending the agricultural classes of the College of Science would partly be studying for a University degree, involving a course of three years' study, and partly aiming at a college certificate to be given after two years' study in the college. During the past year, some advance was made in laying before the University a scheme for a degree in agriculture. The subject is still under their consideration, but I am inclined to think that the first essential to that result has not yet been fulfilled, namely the addition of a model farm to the College of Science. In regard to the second part of the scheme, the college certificates have gained a marketable value from two causes. First, certificated masters are thus rendered available for the High School classes, and secondly the creation of an Agricultural Department has directed the attention of those, who are entrusted with its patronage, to the High School classes. The High School classes were intended to be special classes of the ordinary High School in which education in Agricultural Chemistry, in Botany, and in surface Geology might be given to boys willing to receive it who would be excused certain lessons in the ordinary course. According to this plan the boys thus learn something in school about crops, manure, soils, stock and implements, whilst attached to the school is a small farm in which they may practise the principles acquired in the school-room. The farm was intended to consist of from 6 to 10 acres, but as a matter of fact smaller fields have been leased, and thus an uneconomical system of management has been introduced. For instance, on land with irrigation a minimum of 4 bullocks and the labour of 2 men and a boy are required, but this labour would suffice for nearly 20 acres, and is altogether wasted on a holding of 4 acres. The areas under cultivation in the six High Schools are as follows, the actual cost of labour, exclusive of the cost of feeding bullocks or any other expenditure, and the receipts being also exhibited in the following Table :—

School.	Area.	Cost of Labour.	Receipts.
	A. g.	Rs. a. p.	Rs. a. p.
Ahmednagar	3 6	121 0 0	238 6 0
Belgaum	4 5	211 9 6	202 8 2
Dhulia	3 75	148 9 11	92 14 3
Násik	4 0	106 6 8	183 2 2
Sholápur	4 0	131 9 2	412 8 5
Surat	4 0	289 11 3	175 10 7

At Ahmednagar and Belgaum the cost of labour is reduced by the efforts of the pupils. At Sholápur the land is well stocked with valuable fruit trees. But the above Table shows that the bare cost of labour is out of due proportion to the value of the crop, and instruction given under the conditions of a lavish establishment is not likely to be as beneficial as it should be. Some remedy is required for this state of things, and I am considering the alternative of moving the classes elsewhere, if larger farms can be obtained there, or else trying the plan of doing away with the smaller farms and giving the pupils practical instruction in the adjoining country, as recommended by Mr. Woodrow, whose report on the inspection of the farms he visited is printed in Appendix G. I have also printed the report of Mr. Limaye, Agricultural Teacher of the Ahmednagar High School as giving a good idea both of the qualifications of the teachers whom we can obtain, and also of the intelligent interest which they can be got to take in their work. All of our schools however are not as fortunate as Ahmednagar, and in Khándesh the pupils still affect to believe that Government has designs upon their caste.

39. **Results of Matriculation.**—Before dealing with the High Schools it is convenient to show the results of the Matriculation Examination which was conducted as in the previous year at Bombay, Poona, Belgaum, Ahmedabad and Karáchi. The results for the year under report are given below in the form prescribed by the Government of India. There is some disadvantage, as well as some advantage, in the adoption of a standard form. In the case of that which follows it would be instructive if the results were arranged according to the *locale* of the examination. For instance, complaints are heard that varying tests were applied to the examination, and that the system under which it is conducted is faulty. Thus it is urged that all the answers of all candidates to one set of questions ought to be assessed by one examiner. Whether the complaint of a varying standard is true or not is a question on which no judgment can be passed, but the superior results attained uniformly by the schools in those Divisions as shown in a subsequent table contrast somewhat with other less satisfactory results obtained by the institutions at the Inspectors' examinations :—

Table showing results of Matriculation Examination for Boys' and Girls' Schools.

	Number of Institutions sending Examinees.						Number of Examinees.						
	Institutions under Public Management.		Aided Institutions.	Other Institutions.		Total.	Institutions under Public Management.		Aided Institutions.	Other Institutions.		Private Students.	Total.
	Government.	Native States in the Presidency.		In the Presidency.	Outside the Presidency.		Government.	Native States in the Presidency.		In the Presidency.	Outside the Presidency.		
1	2		4	4		5	6		7	8		9	10
Boys	20	10	31	11	3	75	93	139	285	234	16	742	2,009
Girls	..	..	6	3	..	9	..	..	17	6	..	4	27
Total ..	20	10	31	11	3	75	593	139	302	240	16	746	2,036
Figures for 1883-84 ..	19	10	29	12	4	67	522	137	253	245	15	607	1,786

	Number Passed.							Race or Creed of Passed Scholars.					
	Institutions under Public Management.		Aided Institutions.	Other Institutions.		Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Pársis.	Jews.
	Government.	Native States in the Presidency.		In the Presidency.	Outside the Presidency.								
1	11		12	13		14	15	16a	16b	16c	16d	16e	16f
Boys	346	96	155	99	12	110	818	23	20	618	13	142	2
Girls	..	..	15	4	..	3	22	19	2	..	..	1	..
Total ..	346	96	170	103	12	113	840	42	22	618	13	143	2
Figures for 1883-84 ..	242	60	132	93	8	64	599	24	18	414	10	126	7

The percentage of success for each class of schools according to management is shown below :—

	Candidates sent up.	Candidates passed.	Percentage of Success.
* 20 Government Schools...	593	346	58·3
10 Native States (Bombay Presidency)	139	96	69·0
†31 Aided ... ... { 15 European and Eurasian ...	92	70	76·0
{ 12 Mission	166	73	43·9
{ 4 Native Management	44	27	61·3
‡ 11 Unaided	240	103	42·9
3 Other Schools outside the Presidency	16	12	75·0
Private Students	746	113	15·1
Total ...	2,036	840	41·2

* Of these 1 is in Bombay and 19 in separate Mofussil towns.
† Out of these 16 are in Bombay, 5 in Poona, 2 in Karáchi, 2 in Belgaum, 1 in Ahmedabad, 1 in Ahmednagar, 1 in Surat, 1 in Panchgani, 1 in Dhárwár and 1 in Alibág.
‡ Out of these 7 are in Bombay, 1 in Poona, 1 in Dhárwár, 1 in Belgaum and 1 in Navsári.

Success of individual schools.

40. **Matriculation. Success of various Schools.**—The returns for the different schools are given in the following Table, and it will be observed that the greatest improvement is shown in the work of the Baroda High School, the Ahmedabad High School, and the new English School at Poona :—

Schools.	Number of Candidates sent up.	Number of successful Candidates.	Schools.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone High School (Government)	119	74	Rájárám High School, Kolhápur (Native State)... ...	41	25
Poona High School (Government)	75	36	Bombay Proprietary School (unaided)	58	23
Ahmedabad High School (Government)	62	34	Baroda High School (Native State)	26	23
New English School, Poona (unaided)	38	34	Dhárwár High School (Government)	42	20
*St. Mary's Institution, Bombay (aided)	40	32	Free General Assembly's Institution, Bombay (aided) ...	34	19
Surat High School (Government)	39	28	Belgaum Sardárs' High School (Government)	39	19
Fort High School (unaided)...	60	26			

Schools.	Number of Candidates sent up.	Number of successful Candidates.
Belgaum London Mission High School (aided)	36	18
Sir J. J. Pársi Benevolent Institution, Bombay (aided).	28	16
Ratnágiri High School (Government)	26	16
Sátára High School (Government)	26	14
Hyderabad High School (Government)	22	13
Kárwár High School (Government)	17	11
Násik High School (Government)	22	11
Shikárpur High School (Government)	12	11
Náráyan Jagannáth High School, Karáchi (Government)	14	10
Dhulia High School (Government)	18	10
Nadiád High School (Government)	14	10
Surat Mission High School (aided)	37	9
Bhávnagar (Native State) ...	9	9
*Cathedral High School (aided).	9	9
Káthiáwár High School, Rájkot (Native State)	14	8
Bahádurkhánji High School, Junágad (Native State) ...	9	8
Ahmednagar High School (Government)	8	7
Byramji Jijibhoy High School, Thána (Government) ...	18	7
Broach High School (Government)	11	7
*Scottish High School, Byculla (aided)	9	7
Sholápur High School (Government)	8	7
Chandanwádi High School, Bombay (unaided)	23	6
Sávantvádi English School (Native State)	14	6
Amraoti High School (Berár).	10	6
Sir Cawasji Jehanghir Navsári Madresa (unaided) ...	8	6
New English School, Dhárwár (unaided)	30	6
Navánagar High School (Native State)	7	6
Miraj English School (Native State)	9	6
*Bishop's High School, Poona (aided)	8	5
Akola High School (Berár) ...	5	5
General Assembly's Institution, Bombay (aided) ...	7	5
*St. Peter's Girls School, Mázgaon (aided)	6	5
Robert Money Institution, Bombay (aided)	14	4
Poona Free Church Mission Institution (aided)	4	4
Ahmednagar Mission High School (aided)	8	4
Poona Native Institution (aided)	6	4
Bombay High School (aided) .	6	4
Ahmedabad Irish Presbyterian Mission High School (aided)	12	3
*St. Mary's School, Poona (aided)	5	3
Karáchi Mission High School (aided)	10	3
Alfred High School, Bhúj (Native State)	5	3
Bombay Private English School (aided)	4	3
*Grammar School, Karáchi (aided)	2	2
American Mission School, Bombay (aided)	2	2
Sángli English School (Native State)	5	2
*John Connon Scottish High School (aided)	4	2
Poona College of Science (Government)	1	1
Free Church Anglo-Vernacular School, Alibág (aided) ...	1	1
*Victoria High School, Poona (aided)	1	1
*Fort Convent School (aided).	2	1
*St. Peter's Boys' School, Mázgaon (aided)	2	1
Dhárwár German Mission High School (aided) ...	1	1
The Fort Imperial High School (unaided)	3	1
Alfred High School, Bombay (unaided)	1	1
St. Alloysius College, Mangalore (Madras)	1	1
*St. Mary's School, Belgaum (aided)	1	1
*Pánchgani High School (aided)	1	1
Prabhu Seminary, Bombay (unaided)	4	...
Private New English School, Belgaum (unaided) ...	11	...
*St. John's Anglo-Vernacular Portuguese School, Máhím (aided)	1	...
*Scottish Orphanage, Máhím (aided)	1	...
The Indian High School (unaided)	4	...
Private Tuition	746	113
Total ...	2,036	840

* Schools for Europeans and Eurasians.

Remarks on the Table.

These figures will, it is hoped, afford satisfaction to Government. In the year 1883-84, 599 candidates passed, while in the year under report no less than 840 were successful. The Government schools show vastly improved results, securing 58 per cent. of success as against 46 in the previous year. Amongst the Aided schools, European and Eurasian schools were even more successful than in the previous year, and with such results it is to be regretted that practically none of this element in the population of India is rendered available for Government service. Part of this unfortunate result is due to the comparative poverty as well as the independence of the class, which induces them to send their sons out at once to learn trades in preference to proceeding to Colleges. A system under which higher revenue appointments are reserved for graduates of the University thus deprives the State of a section of the community whose abilities, as tested by the Matriculation Examination, would be of some service. Another cause of the avoidance of those paths of study which lead to the public service has been the uncertainty as to the position of the domiciled European and Eurasian community engendered by the celebrated Roorkee Resolution. The declarations however of the Secretary of State embodied in Government Resolution, General Department, No. 985, dated 17th March 1885, which is printed in Appendix H. to this report, have now set at rest all doubt, and I trust that schools, which obtain the best results in the Matriculation Examination, will in future years be able to claim their share of University degrees and of the prizes in the public service which are appropriated to such degrees. Schools under native management show a smaller percentage of success. It is, I think, a matter for comment that the list of successful candidates from unaided schools should be so large. In Bombay City education supports the profession of teachers, but in Dhárwár and Belgaum and Bijápur there is need for encouraging private enterprise to assist the Department, and I much regret that the shadow of financial pressure has fallen upon schools which, unaided, have shown their educational value, and which I should much have wished to transfer to the aided list. There are still gaps in our High School system which require to be filled; and I can only hope that, when the financial position is improved, Government will be able to make increasing provision for grants-in-aid so as to give permanence to the unaided schools shown above, and life to others. Meanwhile I have been careful to apply the orders I have received for reduction of expenditure chiefly to the Government institutions, and to save from the loss of the assistance promised to them those private institutions which are already on the aided list.

Noticeable gaps in the High School system.

41. **High Schools—Defects in system.**—There is an increase of 4 schools and 1,659 scholars. Under schools maintained by the department there is an increase of 1 school and 665 scholars; under those maintained by Native States an increase of one school and 255 scholars; under schools aided by the Department or by Local Funds or Municipal Boards an increase of 5 schools and 1,957 scholars; while under unaided schools there is a decrease of 3 schools and 1,218 scholars. It has always been the aim of the department to give to each district a High School of its own, and it is therefore a matter for regret that our system, as a piece of departmental machinery, still shows some unfortunate gaps. In the Central and North-Eastern Divisions every district has a High School which, with the exception of that in the Kolába District, is a Government institution. The wants of Kolába are met by the Free Church Institution at Alíbág. In the Southern Division a regrettable gap occurs in the Bijápur (lately known as Kaládgi) District, which with its proud associations as capital of the Mahomedan State, that extended from the Nira to the Tungbhadra and claimed Mahárashtra as its subject, deserves the most favourable consideration of Government. The weak secondary institution at Kaládgi has been moved to the new headquarters of the district, and has gained a large accretion of strength, so that its elevation to a High School has been brought within the range of practical and effective demand. In the Northern Division the Panch Maháls requires in due course a High School; while Jacobabad, in the northernmost district of the Sind Province, is in the same predicament. The expansion of our High Schools to meet the want indicated has been threatened by a cause to which I have more than once referred as demanding the careful attention of the department. Private enterprise naturally enters upon its work in fields of education which have already been watered by the department. The soil is thus ready for the production of those results, which our grant-in-aid system so uncom-

promisingly demands as its sole and immediate condition of assistance. The task before the department is to encourage private enterprise without abandoning the programme of secondary development which Mr. Peile laid down fifteen years ago. The wants of the excepted districts are urgent wants, and I think that our Grant-in-aid Code requires revision, so that part of the aid rendered by the State may be given on a fixed system and not as payment by results. If, with this alteration, High Schools are not more evenly distributed, I should advocate the withdrawal of the Government institution from centres where private enterprise is active, or the contraction of assistance to the aided schools in such localities, and the assignment of funds then set free for the establishment of a departmental school in the neglected districts. It would be better that the total volume of our High School scholars should temporarily suffer a decrease, and that the cost per head should be temporarily raised, than that Bijápur, Jacobabad, and the Panch Maháls should be for an indefinite time deprived of advantages which the rest of the Presidency has so long enjoyed. Their wants may even appear to them the more intolerable, because the additional High School entered in the statistics of 1884-85 is a Female High School established in Poona, itself the centre of most active private enterprise, and intended to a large extent for the education of the wealthier classes of society. It is a matter for satisfaction that Government should be able, under proper guarantees, to recognise a spontaneous demand for higher female education, but I cannot but feel that the claims of a district like Bijápur, filling an area of 5,757 square miles with a population of 638,493 souls, for a solitary High School for its bread-winners exceed those of the upper classes of Poona society for a Government High School for girls.

Exclusion of residents in the country, and of certain classes from Government High School.

There is another gap not in the distribution of, but in the attendance at, our High Schools to which attention is not so prominently drawn by a mere glance at the statistics. It will be readily observed that the Government High Schools are without exception well-filled. But if the tables of attendance are scrutinised, it will be seen that in most of them the pupils are drawn from the municipal town in which the institution is situated. Where this is not the case, I have noticed the fact in the following sections of this report. The Head-master of Surat, one of the largest schools in the Presidency, shows how the High School is every year becoming less and less the district school and more and more merely a local school. Out of 347 pupils only 23 come from the 6 tálukas farthest from Surat. This tendency will undoubtedly increase, as competition for admittance increases. Already some High Schools have reached the maximum of attendance of which their accommodation allows; and if the entrance is regulated by attainments the town boys with their better opportunities will exclude altogether the boys from the rural districts and from the smaller municipalities. The fact to which I desire to call the attention of Government is then the increasing exclusion of the district population from the means of higher education. One other serious feature in the returns requires notice. The attendance shows more and more a tendency to be confined to a single class. From several High Schools Mahomedans are almost entirely excluded, whilst many other classes are not represented as they should be. Thus the Head-master of the Belgaum High School writes: "It is to be regretted that there is not a single Mahomedan boy in this High School at present, and that the Maráthas, Lingáyats, and Jains are represented by only ten boys in all." The significance of this fact will be appreciated, when I mention that the Mahomedans contribute more than 66,000, the Jains 45,000 and the Marátha Kunbis 162,000 to the total population of Belgaum which numbers 864,014 souls. The almost total exclusion of whole classes of the community from our High Schools and the appropriation of them by the residents of a single city is a very serious matter. It means that whole classes are excluded from the public service and from the higher professions of private life. For this state of affairs there appear to me three possible remedies, first the extension of private enterprise, secondly the reservation of free studentships for boys from distant places, and thirdly the encouragement of boarding houses.

Remedies proposed.

Extension of private enterprise.

The first remedy is the most important, and I may repeat the criticism of the Education Commission which has been somewhat misunderstood in this Presidency. The Education Commission applauded the economy of the departmental system in Bombay with its Government High School for each district, and its

full attendance that economises the cost of maintenance. But in the same breath it condemned the want of expansion and the absence of aided enterprise. Whether this defect in our system exists or not ought to be brought clearly to the notice of Government. But the manner in which the Divisional Reports have been drawn out tends to obscure the fact which I desire to see brought into prominence. For instance, High Schools in Native States have been entered in the list of unaided schools, whereas they are obviously Government schools. I have this year prepared a Table for each class of schools showing the Native State schools separately. The result is that the poverty of the unaided list is very marked. In the Southern Division it is more than marked. For the list will be found to be blank, although a reference to the Registrar's Table already given shows that an unaided Native School in Belgaum sent up candidates for the matriculation, and another similar school in Dhárwár at the Inspector's own Head-quarters of which Mr. Patwardhan gives no account, actually passed six candidates at the matriculation. I desire to remind Government of the existence of this agency at their doors with special reference to the remarks I have made as to the exclusion of district boys for the High School and the absence of whole classes of the community from them. I have also instructed the Inspectors to enter these unaided High Schools in their returns for next year, and to classify Native State High Schools as "maintained by Native States".

Administration of free studentships.

The reservation of some free studentships for the boys attending the High School from a distance and especially for backward classes is the next reform which I advocate. The history of these free studentships throws considerable light upon the subject. In the early days of the department the Board of Directors set their faces steadily against free education. I find my records full of instances of scrupulous adherence to their policy. A remarkable instance is the following: Mr. Jagganáth Shankarset offered to establish an English school on the Girgaon road, but he stipulated that he should retain the maintenance of 40 free students. Government in their letter No. 1008, dated April 25th, 1857, pointed out that "free studentships are considered objectionable by the Honourable the Board of Directors, and this Government do not feel themselves justified in accepting his offer clogged with the condition of 40 free scholars being nominated by him." Government finally admitted a special exception in the case of a limited number unable to pay their fees. The exception however was guarded, and the extension of a similar principle to other schools was refused. In course of time the attention of all the Local Governments was drawn to the creation of a chain of scholarships connecting primary education in the villages with higher education in the central town of the district. It was urged that the son of the peasant might thus ascend to the colleges. The response of this department was that a chain of free studentships was sufficient. In January 1876 the Director issued a circular to all Head-masters of High Schools in which the following clause occurred: "In the selection of candidates for admission at less than the usual rates the claims of candidates *belonging to races or castes usually backward in educational interest* must be considered." Once more after a lapse of seven years attention was drawn to the matter by the Education Commission, and on behalf of the Bombay Department it was again represented that the distribution of free studentship secured the object of a connecting link between different grades of institutions. But the Commission adopted two specific recommendations numbered 12 and 15 in Chapter V. The first of these called attention to a system of scholarships, while the latter observed the exclusive stress laid upon free studentships in the Bombay Presidency. Since then complaints have reached me of the neglect of Mahomedans and other backward classes, as well as of the difficulties under which boys attending High Schools from a distance must necessarily labour. I have accordingly been at pains to ascertain precisely how far the Director's orders for giving preference to boys "belonging to races or castes usually backward in educational interest" have been observed. I find that exclusive of Sind there were in 16 Government High Schools 359 students paying reduced rates, of whom 237 were Bráhmans and 38 were Pársis. These two classes are the least "backward in educational interest" in the Presidency. There were only 12 Mahomedans out of 359 pupils paying reduced fees, and only 69 Hindus other than Bráhmans. Of the entirely free students numbering 121, no less than 76 were Bráhmans and 4 Pársis,

Faulty distribution of free studentships.

leaving only 12 free students who were Mahomedans and 29 Hindus other than Bráhmans. These figures show that the orders issued in 1876 have signally failed, and their failure helps to explain why our High Schools have become, to so great an extent, schools for a special class of local residents. The orders which I have issued will, I hope, rectify the evil to which attention has been called. I have endeavoured to secure not only the rights of the backward races but also the rights of those pupils who attend the High Schools from a distance.

Boarding-houses.

This remedy is more practicable than the suggestion made by the Government of India of attaching boarding-houses to our High Schools. One Headmaster in the Northern Division advocates the system, and in Ahmedabad the want has been partially supplied by local enterprise. Local enterprise, however, does not supply the check of disciplined supervision, and there is a danger that boys removed from their guardians may fare worse in a private boarding-house than in the houses of their parents' friends. The cost however of supplying Government boarding-houses is prohibitive, and the addition would tend to tie Government down by another tie to the task of maintaining High Schools.

With these remarks I proceed to notice the divisional reports premising that one High School may differ from another in the number of standards it teaches. The importance of a High School cannot therefore be gauged by its numerical attendance, nor can its relative success in the Inspector's examination be assessed by a mere scrutiny of the percentage of passes. Schools which teach from the lower standards will pass more boys than those which commence with the IV. Standard. I would also repeat the caution already given as to the omission of unaided schools from the Inspector's reports. Many, again, of our High Schools have Drawing Classes and Agricultural Classes attached to them. These special classes have already been noticed, and will not again be referred to in this part of the report. I now give a general return, prepared as I have already indicated, which shows the higher secondary system throughout the Presidency re-arranged from the divisional reports :—

General Return for High Schools.

Divisions.	Maintained by the Department.				Maintained by Local Fund and Municipal Boards.				Maintained by Native States.			
	1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Boys' Schools.												
Central Division	6	2,452	6	2,699	...	...	...	...	1	168	1	190
North-East „	3	648	3	754	...	...	...	...	...	...	...	...
Northern „	4	1,309	4	1,417	...	...	...	...	5	1,039	5	1,030
Southern „	3	638	3	729	...	...	...	...	1	375	2	617
Sind	3	915	3	966	...	...	...	...	...	...	...	...
Total ...	19	5,962	19	6,565	...	...	...	...	7	1,582	8	1,837
Girls' Schools.												
Central Division	...	...	1	62	...	...	...	...	...	...	...	...
North-East „	...	...	...	...	...	...	...	...	...	...	...	...
Northern „	...	...	...	...	...	...	...	...	...	...	...	...
Southern „	...	...	...	...	...	...	...	...	...	...	...	...
Sind	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	1	62	...	...	...	...	...	...	...	...
Grand Total ...	19	5,962	20	6,627	..	...	...	...	7	1,582	8	1,837

General Return for High Schools—continued.

Divisions.	Aided by the Department or by Local Fund or Municipal Boards.				Unaided.				Total.			
	1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Boys' Schools.												
Central Division	18	4,373	22	5,856	6	2,523	3	1,306	31	9,516	32	10,051
North-East „	1	80	1	115	...	...	...	...	4	728	4	869
Northern „	2	781	2	985	1	92	1	91	12	3,221	12	3,523
Southern „	1	369	1	433	...	...	...	...	5	1,382	6	1,779
Sind	5	624	3	545	...	...	...	...	8	1,539	6	1,511
Total ...	27	6,227	29	7,934	7	2,615	4	1,397	60	16,386	60	17,733
Girls' Schools.												
Central Division	7	667	8	782	...	...	...	...	7	667	9	844
North-East „	...	...	...	...	...	...	...	...	...	...	...	...
Northern „	...	...	...	...	...	...	...	...	...	...	...	...
Southern „	...	...	...	...	...	...	...	...	...	...	...	...
Sind	1	131	3	266	...	...	...	...	1	131	3	266
Total ...	8	798	11	1,048	...	...	...	...	8	798	12	1,110
Grand Total ...	35	7,025	40	8,982	7	2,615	4	1,397	68	17,184	72	18,843

Policy of checking extension of existing Government High Schools.

42. **High Schools, Central Division.**—The Central Division shows an increase of 8 schools and 712 scholars. Government schools show an increase of 1 school and 309 scholars. Aided schools show an increase of 5 schools and 1,598 scholars in Bombay and Poona alone, while unaided schools show a corresponding decrease of 3 schools and 1,195 scholars. I am not much concerned to exhibit any numerical increase in the Government High Schools. Since I have held charge of this office I have impressed upon the Head-masters that quality and not quantity is the aim of the department. The reports of the Head-masters of Government schools, almost without exception, prove that they have not yet appreciated their situation. They all urge an increase of accommodation and of teaching staff. I should prefer to fix a limit to the expansion of every Government High School. I have however contented myself with pointing out that the candidates, whom we cannot admit, form an excellent basis for an aided High School, and that the increasing pressure for admission should be taken advantage of to raise the standard of our recruits, and wherever possible to raise the fees. This increase of fees in Government schools is the best aid we can render to private enterprise. The total attendance at High Schools in the Central Division was 10,895 against 10,183 in 1883-84. The fee-receipts of the past year from the 7 Government High Schools aggregated Rs. 69,018 against Rs. 66,109-14-0 in the previous year. As regards improvement in teaching the reports before me bear generally satisfactory testimony to the industry of the masters. The following remarks about each school will serve to support this statement.

Elphinstone High School.

In the Elphinstone High School the numbers on the rolls were 964 against 886 and the fee-receipts were Rs. 37,076 against Rs. 36,400-7-0 in the previous year. Under Mr. Modak's excellent administration the school achieved a remarkable success in the Matriculation examination. The Inspector Mr. Kirkham remarks as follows: "Out of 119 candidates sent up 74, or 62 per cent., passed against 120 sent up and 68 passed, that is, about 57 per cent. last year. The percentage of passes (62) gained this year is higher than that gained in any previous year. Of the 74 successful candidates no less than 66 passed with a classic for their second language. The school was examined in December last by the College Professors as usual with very satisfactory results. The Principal, Mr. Wordsworth, remarks: 'I have the pleasure to report that the school has done well during the last year and continues to show steady improvement. The

results show that except in mathematics the school has improved. The attention of the Principal may be drawn to this, as this subject, if not properly attended to at school, generally comes in the way of students in the higher college examinations. The number of students examined this year shows an increase of 13 over the last year.' With reference to the lower percentage of passes in mathematics the Principal expresses his belief that it arose from purely accidental and temporary causes."

Poona Government High School.

The numbers at Poona rose to 630 against 612, and the fees increased to Rs. 15,178 against Rs. 14,164-12-0. Thirty-six boys passed for the Matriculation out of 75. The Inspector found considerable improvement in the discipline of the school, and Professor Selby, who examined it in September, considered the results creditable, but the mathematics were not as good as they might be. He recorded however a caution regarding the manner in which parsing was taught: "I found that the boys were able to give an account of individual words in a sentence but they were not generally able to give the meaning of a whole passage either in English or in their own vernacular." Mr. Kunte will, I have no doubt, remedy this defect.

Sátára Government High School.

The numbers at Sátára were 311 against 287, but the fee-receipts declined to Rs. 4,453. The Inspector's report bears testimony to the excellence of the work done by Mr. Pathak, who has brought the school into excellent order. I am glad to notice specially the popularity of the library and the particular attention paid by the Head-master to Natural Science. Fourteen candidates out of 26 passed the Matriculation Examination.

Thána Government High School.

The numbers at Thána were 292 against 255, and the fee-receipts were Rs. 5,370 against Rs. 4,688-6-0 in the previous year. Out of 18 candidates 7 passed the Matriculation. The work of the school is said to lack finish, but a very marked improvement under Mr. J. B. Modak's care, is reported. The school laboured under great difficulties for want of sufficient furniture, and the work must suffer from the inadequate supply of benches and desks. This defect Government have now been pleased to remedy.

Ratnágiri Government High School.

The numbers at Ratnágiri were 262 against 225, and the fee-receipts Rs. 3,993 against Rs. 3,342 in the previous year. Sixteen candidates out of 26 passed the Matriculation Examination, a result superior to any recorded in the history of the schools for the last 10 years. There is no school in the Presidency in which good teaching is more appreciated. The intelligence of the boys is a matter of notoriety, and it is unfortunate therefore that the numerical weakness of the school staff at Mr. Sáthe's disposal and the geographical isolation of the town should place this school under special difficulties. I regret that I have been unable, owing to the financial pressure, to remedy a state of affairs which will bear fruit next year.

Sholápur Government High School.

The numbers at Sholápur were 240 against 187, and the fees Rs. 2,948 against Rs. 2,706. Seven out of eight pupils sent up for the Matriculation succeeded. The school received a sudden and large increase of numbers in consequence of the provision of extra accommodation, and this cause necessarily led to some weakness in the results of the annual examination. Mr. Náik had charge of the school.

Poona Government High School for girls.

The Poona High School for girls under Miss Hurford was only opened in September and was returned as containing 62 pupils. It owes its origin to a movement inaugurated under distinguished patronage for the supply of higher education to the upper classes of female society in Poona. The names of several Native Chiefs and of Sardár Jaisingráv A'ba Sáheb Ghátge, Regent of Kolhápur, are included in the founders of scholarships and prizes. Amongst other patrons were the Marchioness of Ripon, the Right Honourable Sir James Fergusson, Bart., and Sir W. Wedderburn, Bart. Considerable private resources have thus been created, and the Municipality of Poona also makes a grant. Large powers of management are to be entrusted to a Committee formed from the body of patrons, and it is intended that the school shall, in due course of time, become an aided institution and cease to be under the direct control of the Education Department. Meanwhile rules to regulate the relations between the department which pays the liberal salaries of the teaching staff, and the Committee to which very large

powers of management will be conceded, are under consideration. Of a school which is only just launched it is almost misleading to give details. The 62 pupils included 10 in a primary class, and the 6 girls in the highest class were only studying Anglo-Vernacular Standard II. Thirty scholarships were held by the pupils, and no fees were charged. I hope to fix an initial standard which shall prevent any undue competition between the High School and other aided or Government institutions in Poona. The patrons of the movement are some of the most enlightened and public-spirited men in the Presidency, whose earnestness in the cause affords every reason to hope that initial difficulties will be overcome, and that the school will in a reasonable time conform to the established principles applicable to a public institution of a high secondary order. It is intended to leave to the Committee as large powers as possible in the matter of regulating admissions, of fixing the course of studies and the fees when introduced, and generally of managing the school.

Aided High Schools.

The aided High Schools in the Central Division are 30 of which 9 teach under Anglo-Vernacular Standards and 21 teach under the European and Eurasian Standards including 4 whose proportion of Native scholars constitutes them "English-teaching." The attendance was 6,638 against 5,040 in the previous year. Only 3 of the Anglo-Vernacular Schools were fully examined during the year, the rest being inspected under the rules. With regard to the 3 so examined Mr. Kirkham writes as follows: "I observe that the Bombay High School, Chandanwádi, passed 4 candidates in the University Examination against one in the previous year. Mr. Jacob who examined the school remarks that 'the pupils have passed a very creditable examination and that the organization and discipline of the school are admirable. An institution so well conducted as this is, and with a graduate of the University at its head, appears to mark a new departure in the history of private effort in relation to secondary education in Bombay, and the school manager deserves cordial recognition and liberal assistance from the Educational Department.' The Bombay Private High School, Breach Candy Road, succeeded this year in passing 3 boys in the University Examination. This school was also examined by Mr. Jacob who reports that the school is in a fairly efficient state, that the staff is competent and that the accommodation is satisfactory. With regard to Sir Jamsetji Jijibhoy Benevolent Institution Central School I found it in its usual admirable condition of efficiency. The proportion of passes was high as it always is, but it is rather on account of the high quality of the work and the excellent diffusion of that high quality through all the classes of the school that the institution deserves special mention. The present satisfactory state of the Central School is the result of continuous patient effort on the part of Mr. Wáidya and his staff to remove each year the weak places disclosed in the examination, and the Panchâyat have reason to be proud of this institution. An interesting fact is that a large proportion of the assistant masters engaged in the Central School were themselves educated in it and matriculated in the University from its highest form."

The following Table which tabulates the results of examination in the Government and aided schools of the Central Division, will throw a light on the relative efficiency of both classes of institution.

Table showing the Results of the Inspector's Annual Examinations.

Name of School.	Standards.	Number examined.	Number passed.						Percentage of Passed under all Heads.
			Mathematics.	Second Head. Vernacular.	Second Head. Second Language.	History and Geography.	English.	In all Heads.	
Maintained by the Department.									
Elphinstone	IV to VI ...	651	427	529	453	422	424	232	36
Poona	I to VI ...	439	276	113	191	315	332	165	41
Sátára	II to VI ...	201	179	111	66	162	166	125	62
Ratnágiri	I to VI ...	204	142	95	52	125	145	79	39
Sholápur	I to VI ...	208	167	95	35	161	149	95	46
Thána	I to VI ...	185	112	59	56	128	121	69	37
Poona High School for Native Girls			Not examined during the year.						
Total ...	I to VI.	1,888	1,303	1,002	853	1,313	1,337	765	41
Aided by the Department.									
Bombay Private English School, Breach Candy Road	I to VI ...	56	34	43	...	22	32	12	21
Bombay High School, Chandanwádi	I to VI ...	116	73	75	...	71	76	40	34
Sir J. J. Fort High School, Bombay ...	I to VI ...	306	290	162	105	289	293	241	79
Total ...	I to VI ...	478	397	280	105	382	401	293	61

European and Eurasian Schools.

The education of Europeans and Eurasians is entirely left to aided enterprise, and the account already given shows that in the Central Division there were 21 schools receiving aid under this designation. Fourteen schools were examined in the year 1883-84, and were therefore only inspected in the year under report. Nine of them are in Bombay, one at Panchgani in the Sátára District, and 4 in Poona. Three of them again are entirely girls' schools. Seven schools were examined in the year under review, but owing to the fact that three of them were examined by an Inspector who has proceeded to England and left no record of his impressions, I subjoin merely a statement exhibiting the results of the examination which must tell its own tale. The success of the Byculla School and of the Scottish Girls' School at Poona is very conspicuous.

Table showing Results of Inspector's Examination of European and Eurasian Schools.

Name of School.	Standard.	Number examined.	Number passed.						Percentage of Passed under all Heads.
			Arithmetic.	English.	History and Geography.	Second Language.	Needle-work.	In all Heads.	
St. Mary's European and Eurasian Portion, Mázagaon, Bombay... ...	I to VIII ...	152	140	126	94	15	...	101	66
Do. English-teaching Portion, Bombay	I to VIII ...	235	221	192	121	51	...	134	57
Education Society's High School, Byculla ...	I to VIII ...	105	103	105	86	14	...	98	93
Scottish Orphanage, Máhim, Bombay ...	I to VIII ...	61	43	42	36	8	25	23	38
St. Vincent School, Poona	I to VII ...	184	147	139	96	15	...	81	44
Scottish Girls' School, Poona	I to IV ...	15	13	15	11	...	15	12	80
St. Peter's European and Eurasian Girls' School, Mázagaon	I to VIII ...	67	52	46	41	12	53	31	46
Total ...	I to VIII ...	819	719	665	485	108	93	480	59

Unaided High Schools.

The "unaided" High Schools, with 1,496 pupils as against 2,691 in the previous year, as returned by the Inspector in the Central Division, are either self-supporting institutions or supported by a Native State. To the latter category, erroneously included under the term "unaided," belongs the Sávantvádi High School which passed six candidates at the Matriculation and is steadily progressing in numbers and efficiency. Of the others Mr. Kirkham writes: "The Proprietary School and the Fort High School, Bombay, are well attended and appear to be in a thoroughly efficient state. The former passed 23 candidates at the Matriculation examination this year against 22 last year, and the latter passed 26 against 22. The Fort Imperial is a new appearance and at present contains only 29 boys on its rolls. It however succeeded in passing one candidate at the Matriculation examination."

Larger distribution of High Schools in North-Eastern Division required.

43. **High Schools, North-Eastern Division.**—In this Division consisting of the large districts of Ahmednagar, Násik and Khándesh, there are four High Schools of which only one is aided. The total attendance was 869 against 728 and fee-receipts in the four schools were Rs. 11,497-10-0 against Rs. 10,025-5-8. The Government High Schools at the head-quarters of each of the three districts have been long established, that at Dhulia being the first in the field in 1864, and the Násik High School being the last to be raised to the rank at the end of 1870-71. The youngest of all has now outstripped the rest, although it labours under special difficulties both as to the strength of its teaching staff and as to accommodation. An account of each of the schools will be given below, and I have only here to invite special attention to the work of the rival High School, which, under the American Mission, competes with the Government High School at Ahmednagar. It will be found that the Mission School produced better results in the examination of the Inspector than did the Government school. It is satisfactory, on the other hand, to notice that the Government High School maintains its numbers notwithstanding the much higher fees charged in it. Thus the fee-receipts from 115 pupils in the Mission School were not more than 46 per cent. of the fees collected from 132 boys in the Government school. The districts of this division are very large and in course of time I trust that aided enterprise will reach out an arm to distant towns like Yeola with its 18,000 inhabitants, Dharangaon with 13,000, and Chopda with 14,000, all of them at a great distance from the Government schools and containing a larger population than is to be found at Ratnágiri, Kárwár, or Alíbág which already are favoured with High Schools. This shows a further gap in our aided High School system, to part of which I have already called attention. I now proceed to give a short account of each High School.

Násik Government High School.

The Násik High School, under Mr. Hirpathak, heads the list in numbers with 351 pupils against 305, and with fee-receipts aggregating Rs. 4,563-3-0 against Rs. 3,792 in the preceding year. In the Matriculation examination it passed 11 out of 22 candidates, which is double the number of successful candidates in the previous year. The success represents 45 per cent. of the whole number in the Matriculation class. In the Inspector's examination the school secured 44 per cent. of passes under all heads, thereby gaining the second place in the division. Mr. Jacob, in his report, commented unfavourably on the work of the 2 higher classes, specially noticing reading and recitation as defective. Want of accommodation, of furniture, and of chemical apparatus are mentioned by the Headmaster Mr. Hirpathak as the chief of his wants.

Dhulia Government High School.

The High School of the large Khándesh District situated at Dhulia, which owed its first elevation to the public spirit of local patrons, amongst whom the Garud family were conspicuous, contained 271 pupils against 221, and collected Rs. 3,272-8-6 in fees against Rs. 2,751-12-0 in the preceding year. Ten out of 18 candidates from the school passed the Matriculation examination, being 43 per cent. of whole class. In the Inspector's examination 49 per cent. of the pupils passed in all subjects, but Mr. Jacob observed that the VI. Standard Class was lamentably deficient in history and geography, the same class being also deficient in English. As a proof of the difficulties which boys have to overcome in order to secure a higher secondary education in this division, I may notice that 104 of the pupils in the Dhulia School have come from a distance to reside there for their instruction. Mr. Keskar, the Head-master, also mentions the fact that a low-caste boy, a Mahár, was attending the school and showing great eagerness to acquire knowledge.

Ahmednagar Government High School.

The Government High School in Ahmednagar contained 132 boys, or an increase of 10, and collected Rs. 2,508-14-6 in fees, being a slight increase on the previous year. Seven out of 8 candidates passed the Matriculation examination, but the Inspector passed only 14 per cent. of the pupils under all heads. The Inspector commented most unfavourably on the work of the 4th and 5th Standards in English, and generally the results compared discreditably with those of last year for the same school, and with those of the aided school for the year under review. The various classes of the community are better distributed in this school than in others. There are 8 Mahomedans, 30 non-Bráhman Hindus, 5 Pársis, and 4 Christians in addition to 85 Bráhmans. I regret that the masters in this Government school exhibit an unfriendly spirit towards the aided High School.

Ahmednagar Aided High School.

The aided school of the American Mission at Ahmednagar contained 115 against 80 pupils, and succeeded in passing 4 out of 8 candidates at the Matriculation. In the Inspector's examination 19 per cent. passed under all heads. These results were not so good as those obtained in the previous year, and of both the High Schools at Ahmednagar it may be said that there is room for much improvement. The fee-receipts rose to Rs. 1,153 against 989-15-8 in the preceding year.

With these remarks, I give a Table showing the results of the Inspector's examination :—

Table showing the Results obtained in the Inspector's Examinations.

Name of School.	Standard.	Number examined.	Number Passed.							Percentage passed under all Heads.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Sanitary Primer.	Passed under all Heads.	
Maintained by the Department.										
Dhulia	I to VI ...	183	159	104	36	128	123	18	91	49
Ahmednagar	IV to VI.	91	57	9	42	48	14	31	13	14
Násik	I to VI ...	220	202	108	61	159	134	20	97	44
Total ...	....	494	418	221	139	335	271	69	201	40
Aided by the Department.										
American Mission, Ahmednagar	IV to VI.	36	15	5	24	23	12	...	7	19
Grand Total ...	...	530	433	226	163	358	283	69	208	39

Absence of aided Native enterprise.

44. **High Schools, Northern Division.**—There are 4 Government High Schools in the five districts of this Division, 2 aided Mission High Schools, and 6 High Schools under our inspection in the Native States. The increase of pupils in the Government High Schools is 108, in the two Mission Schools 204, while in the Native State schools returned by the Inspector as "unaided" there is a decrease of 10 pupils. The total attendance at High Schools in the Division was 3,523 against 3,221, and the fee-receipts in all twelve schools were Rs. 39,211-10-3 against Rs. 35,033-0-9 in the previous year. The most obvious matter for surprise is the exclusion of Native enterprise from higher secondary education in a Division which contains the most advanced and enterprising elements of the Bombay population. It might be thought that the small area of the districts accounted for this absence of unaided Native High Schools, because the area of the whole Division, as far as British territory is concerned, is only by 200 square miles larger than the area of a single district, Khándesh, in the Division last considered. It might be said that the Government High School is within easy reach of the most distant tálukas. But the Head-master of Surat, whose remarks I have quoted, complains that his High School is practically closed to boys from the 6 furthermost

tálukas. Again it might be urged with more truth that the low fees charged in some of the Government High Schools undersell and thus stifle private enterprise. In this respect Ahmedabad is a reproach to the department, since its 311 pupils paid less by Rs. 2,525 than the 347 pupils of the Surat Government High School in the same Division. Fees both at Ahmedabad and elsewhere should certainly be raised as soon as the transfer of primary schools has been satisfactorily settled. But I am convinced that neither of these explanations, which may be offered for the apparent absence of unaided schools, are correct. The Inspector, as will be seen in the Table given below, groups Native State High Schools with the Navsári school as unaided institutions. Under a correct classification we should be left to infer that Navsári in the Gáikwár's territory is the only unaided High School in the Division. But witnesses before the Education Commission spoke of a High School kept by Mr. Himatrám in Ahmedabad since 1877, and of others which had applied in vain for aid. Some of these have perhaps ceased to exist, but if others have taken their place they should be sought out and shown in the annual Report. Otherwise Government cannot review the educational operations of the year. Every unaided school which adopts the departmental system is a result of departmental work, and for this reason alone its statistics should be recorded. Again Government can pass no opinion on the great questions of the adequacy of fees in Government institutions, or on the possibility of withdrawal in favour of native management, unless the condition and progress of unaided enterprise, the "outer circle" of secondary education, is accurately reported. This however will be rectified, I hope, in future reports from the Inspectors. Meanwhile I notice that the following account of the various schools affords evidence that the demand for high secondary education in the Northern Division is effective.

The Nadiád Government High School.

The Kaira District High School at Nadiád, under a Mahomedan Head-master, contains the largest number of pupils in its six standards, namely, 381 against 321 in the previous year. The fees are somewhat low, and I am about to raise them. They produced Rs. 4,905-4-3 against Rs. 4,039-2-3 in the previous year. The school passed 10 out of 14 candidates for the Matriculation examination. The Inspector gives a favourable account of the institution both as regards discipline and work. No other school passed so large a percentage, 64, under all heads. This is of course due to the fact that the school teaches the lower standards. The local community takes some pride and interest in the school, and Mr. Ibráhim M. Sayáni has shown himself deserving of the large confidence which he has won from all classes of the community. The Local Fund Board is willing to give scholarships for the special encouragement of Mahomedans, and I see no reason why advantage should not be taken of this offer. There is one Mahomedan at least in every standard in the school.

Broach Government High School.

The second school in the Division, in point of actual numbers, is the Broach High School, also teaching from the 1st standard with 378 pupils against 368 in the previous year. The fee-receipts were Rs. 5,863-9-0 which represent lower rates than obtain in some other towns, although the social standing of the boys generally is exceptionally high. Seven candidates passed the Matriculation examination, and in the Inspector's examination 62 per cent. passed in all subjects. Mr. P. M. Dave complains of insufficient accommodation and inadequate teaching staff. The former difficulty will presently be removed, whilst the latter has been represented by me to Government. Mr. Giles, the Inspector, is not altogether satisfied with the work done by the school, but he anticipates a marked improvement when the new school-house is completed.

Surat Government High School.

The Surat School contained 347 pupils, or an increase of 32, and the fee-receipts rose to Rs. 6,737-3-0 against Rs. 6,116-5-3 in the previous year. It passed no less than 28 candidates out of 39 sent up for the Matriculation, one of whom was a Mahomedan. The Inspector's examination produced satisfactory results, 41 per cent. of the pupils in standards IV. to VI. passing in all subjects. Mr. Mehtamji, the Head-master, writes a full and interesting report, pointing out the want of boarding-houses, of a system of scholarships to link High Schools with those below them, and of a separate room for a chemical laboratory. In the present season of financial pressure these needs cannot be met, but they deserve notice.

Ahmedabad Government High School.

The Ahmedabad High School, under Mr. Best until the 3rd of March, first in importance in the Division and the most successful of all in the Matriculation examination, contained the fewest pupils, namely 311 against 305 in the previous year. The fee-receipts, already noticed as inadequate, amounted to Rs. 4,212-8-0. The school passed 34 out of 62 sent up for the Matriculation, but in the Inspector's examination it passed only 25 per cent. in all subjects. The institution however will not have a fair chance until the College is separated from it, and both institutions strengthened as they deserve to be. I have pressed these objects upon the attention of Government and need not further refer to them in this place.

Aided Mission Schools.

The two aided schools are long established and healthy institutions belonging to the Irish Presbyterian Church. The London Missionary Society originally entered upon this field of educational activity as far back as 1820, but they retired in favour of the Irish Presbyterian Society which has for many years past maintained several schools in Gujarát. The Surat Mission High School contained 505 pupils as against 395 in the previous year, and it received in fees Rs. 4,840; while the Ahmedabad School contained 480 pupils as against 386, and received Rs. 4,180 in fees as against Rs. 3,030-14-0 in the earlier year. This institution thus received almost as much in fees as the Ahmedabad Government High School received. As regards quality of instruction, I find that the Surat School passed 9 pupils at the Matriculation examination, results far better than the Broach Government High School attained. The Ahmedabad Mission School passed 3 pupils at the same examination. The Inspector's examination did not, however, disclose equally good results.

Unaided Schools. Erroneous classification.

Under the title of "unaided" schools the Inspector groups 6 institutions regarding which details may be found in the Table given below. The classification is incorrect and misleading. The schools are, with the exception of the Kávasji Jehángir School at Navsári, Government schools, that is to say, maintained by the Governments of the Native States of Cutch and Káthiáwár. The Department inspects them on behalf of the Native State, or in the case of the Navsári School at the solicitation of the managers. Mr. Giles writes as follows regarding them. "The unaided Native State High Schools of Káthiáwár passed 31 boys against 24 in the previous year. Rájkot sent up 14, but of these 8 only passed, a result not bad in itself, but not equal to others produced by the same school. The Bhávnagar School sent up 9 boys, all of whom passed, a result so good as to gain the special commendation of the Chancellor of the University. Junágad and Navánagar were not far behind the former, sending 9 boys of whom 8 passed, and the latter 7 of whom 6 passed. The High Schools in Government districts might well be envious of those in Káthiáwár as regards their complete arrangements, their handsome buildings, large compound and well-furnished Gymnasia." All except the Navsari School should be returned as Native State Government Schools, and in future years the reports should give information about the unaided High Schools of Gujarát. I notice that some of the High School Masters speak of the absolute need of extending High Schools in this Division by Government Agency, but until proper attempts have been made to bring to light and encourage the existing secondary system it is not fair to describe private enterprise as either "inadequate" or "non-existing." When the middle schools of this Division are noticed, Government will observe that the Department does much more for secondary education in the Northern Division, than elsewhere.

Table showing the Results of Examination by the Inspector.

Name of School.	Standards	Number examined.	Number passed.							Percentage of passed under all Heads.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	In all Heads.	
Maintained by the Department.										
Ahmedabad	IV. to VI ...	171	105	109	100	103	95	37	43	25
Surat	IV. to VI ...	199	140	145	130	116	133	29	82	41
Broach	I. to VI ...	267	230	225	76	204	209	26	166	62
Nadiád	I. to VI	216	198	190	28	185	171	17	139	64
Total	.....	853	673	669	334	608	608	109	430	64

Name of School.	Standards.	Number examined.	Number passed.							Percentage of passed under all Heads.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	In all Heads.	
Aided by the Department.										
Ahmedabad Mission	I to VI ...	206	137	137	15	72	92	...	39	19
Surat Mission	I to VI ...	220	139	112	27	113	134	...	63	29
Total ...	.....	426	276	249	42	185	226	...	102	24
Unaided.										
Rájkot	I to VI ...	298	238	232	35	208	230	...	138	46
Junágad	I to VI ...	192	170	172	66	175	161	6	130	68
Bhávnagar	IV to VI ...	122	99	112	97	99	94	...	68	56
Navánagar	I to VI ...	174	137	140	43	143	130	...	100	57
Bhúj	IV to VI ...	27	21	25	20	18	18	12	13	48
Navasári K. J.	IV to VI ...	48	26	32	...	28	25	...	22	46
Total ...	.....	861	691	714	261	671	658	18	471	55
Grand Total ...	.....	2,140	1,640	1,632	637	1,464	1,492	127	1,003	47

General increase of attendance.

45. **High Schools, Southern Division.**—In the account rendered by the Inspector, Native State schools are again in this Division returned as unaided. There is also silence as to the High Schools under native management, which remain in the cold shade outside the influence of the department. One district in the Division, Bijápur, has no High School of any sort, and this is a want which should be supplied. If a good aided school could be induced to establish itself there, it would deserve the liberal support of Government. Of the existing High Schools it may be said that all without exception show an increase in numbers and in fee-receipts. Altogether the increased attendance in the Division is represented by 397 pupils, there being 1,779 on the rolls against 1,382 in the previous year. The fee-receipts are returned at Rs. 25,610 against Rs. 16,893. But part of this result is due to the manner in which the Kolhápur school-fees are calculated.

Government High School, Dhárwár.

Strongest in point of numbers is the Government High School at Dhárwár, under the charge of Messrs. Bál and Káne successively, with 359 pupils on March 31st against 337, and raising in fees Rs. 6,262 against Rs. 5,167 in the previous year. These fees contrast most favourably with the receipts at Sátára and at other schools in the Central Division. The school passed 20 pupils out of 42 at the Matriculation examination, and in the Inspector's examination 60 per cent. passed under all heads. Mr. Patwardhan's report on this and other High Schools is meagre, but from the Head-master's report I learn that the numbers of the school are checked by want of accommodation and of teaching staff. The existence of a strong private school in the town is noticed by the Head-master who describes it as teaching up to the 7th standard and attended by about 510 pupils. I hope to find means for aiding this school in the course of the year, as I consider it a matter of great importance to familiarise the Inspector with the novel spectacle of an aided High School under Native management in this remote Division. The Head-master of the Government High School observes that the numbers on March 31st were accidentally lower than they had been in the course of the year, and he asks for the addition of 2 wings to the school-house. I would much prefer that Government money should be invested in the aid of the rival school than in additions to the State institution. In this school, as in the Dhulia High School in the North-Eastern Division, there is a low caste boy, a Mhár, studying in one of the higher standards. It was not many years ago that the extinction of the High School was attempted because a low caste boy was admitted, but in Dhárwár as well as elsewhere prejudices of that sort yield to reason and firmness.

Government High School at Belgaum.

The Sardárs' High School at Belgaum under Mr. Hoogwerf is one of the earliest institutions of the kind established in the Presidency. The numbers, 187 against 145 are therefore disappointing even after making allowance for the standards it teaches; and I notice that the London Mission School in the same town has

attracted 433 pupils to its six standards. It is equally unsatisfactory to notice that there is not one Mahomedan in the school and that only 10 boys belong to the three great Divisions of the population, Maráthas, Lingáyats, and Jains. The institution, however, required re-organisation so as to give an equal number of Kánarese and Maráthi Teachers. Half the pupils speak one vernacular and half speak the other. Since the close of the year under review the necessary changes have been made and the Anglo-Vernacular and High Schools are now amalgamated. If the combined schools fail to attract a larger and more varied attendance, it would be desirable to transfer the Government institution to Bijápur where it is urgently required and to leave higher education in Belgaum to private enterprise. The accomplishment however of this reform would require careful consideration of the circumstances under which the Sardárs' School was founded. The school passed 19 out of 39 candidates for the Matriculation, and did very well in the Inspector's examination.

Government High School at Kárwár.

The Government High School in the Kánara District at Kárwár under Mr. Costa deserves all the support it requires in consequence of the geographical isolation both of the district and of its distant parts from the head-quarters. The numbers on March 31st were 183 against 156 in the previous year, and the fee-receipts rose to Rs. 3,002 against Rs. 2,335. Eleven candidates out of 17 passed for the Matriculation and the Inspector's examination was satisfactory, the work in arithmetic being very highly approved.

Aided High School at Belgaum.

The London Mission School at Belgaum under the Revd. J. Smith passed 18 pupils in the Matriculation, but beyond this Mr. Patwardhan has nothing to report about the only aided High School in his Division. The Inspector's examination shows only fair results. The large attendance of 433 pupils against 369 in the previous year proves that the school is popular, although part of its popularity may be attributed to the low rate of fees charged. The fee-receipts were Rs. 1,858 against Rs. 1,649 in the previous year.

Unaided High Schools.

The "unaided" schools of the Southern Division are misrepresented by the Native State Schools at Kolhápur and Miraj. The Kolhápur School under Mr. Candy has long attained a distinguished name, and it maintained its reputation in the year under review by passing for the Matriculation the largest number of candidates, 25, of any school in the Division. Its students numbered 412 and the fees are returned at Rs. 10,702, which includes the fees for the Sardárs' Class as well as the school-fees.

The Miraj School became a High School for the first time with 205 pupils. The fee-receipts were Rs. 725. It passed 6 candidates out of 9 for the Matriculation and did well in the Inspector's examination. Both the Kolhápur and the Miraj Schools are maintained by the Native State. For fuller particulars regarding them and the other High Schools in the Division I must refer to the Table, which follows.

Table showing Results of Inspector' Examinations.

Name of School.	Standards.	Number examined.	Number passed.						Percentage passed under all Heads.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	In all Heads.	
Maintained by the Department.									
Belgáum	IV. to VI...	99	75	12	74	85	76	68	68
Dhárwár	I. to VI...	212	183	87	90	158	156	128	60
Kárwár...	I. to VI...	133	119	76	32	113	105	90	67
Total ...	.....	444	377	175	196	356	337	286	64
Aided by the Department.									
Belgaum London Mission ...	I. to VI...	244	174	182	25	136	175	100	40
Unaided and Native States.									
Kolhápur	I. to VI...	310	252	138	99	270	236	191	61
Miraj	I. to VI...	145	138	85	33	123	103	98	67
Total ...	.....	455	390	223	132	393	339	289	63
Grand Total ...	.....	1,143	941	580	353	885	861	675	59

46. **High Schools, Sind Division.**—In this Division, as in others, there is an increase in the attendence at High Schools, being an increment of 51 pupils in Government schools and 56 in aided schools. The three Government Schools had 966 on the rolls against 915, while the aided schools had 811 against 755. The fee-receipts in the former were Rs. 14,351-12-0 against Rs. 14,164-4-0 in the preceding year. The Inspector's report contains no misleading account of unaided schools since the one Native State in Sind, the territory of His Highness Mir Ali Murád of Khirpur, is perhaps the most neglected Native State in India in the matter of education. The unaided list is returned blank, but from the report of the Head-master of Shikárpur I doubt whether even the backward province of Sind cannot claim unaided schools deserving the title of High School. At least the Head-master regards them as dangerous rivals, for he writes that the great falling off in fee-receipts is due to the establishment of 2 private schools. Jacobabad which possesses no High School is not 25 miles distant from Shikárpur, and therefore the recognition of private enterprise in that part of the Presidency is desirable. I proceed to notice the schools in detail.

Absence of Unaided Native High Schools.

The Náráyan Jagannáth High School at Karáchi benefits, as I observe generally all Government schools do, by competition. There is a Mission High School outside its doors and yet the numbers in the Government school rose to 400 from 356, and the fees to Rs. 5,269 from Rs. 4,890-12. The school passed 10 out of 14 candidates for Matriculation, of whom 2 were Mahomedans. The Inspector's examination showed good results, and I am glad to record my sense of the good services continuously rendered by Mr. E. D. Taláti, whose work came under my personal observation in Sind, and whose connection with the Province has now been severed.

Karáchi Government High School.

The Hyderabad High School successively under Mr. Tarkhadkar and Mr. Mistri contained 338 pupils against 316, and raised Rs. 5,579 in fees as against Rs. 5,283 in the previous year. It passed 13 out of 22 candidates for the Matriculation, but in the Inspector's examination the results were generally bad, and in mathematics and in vernacular or writing they were discreditable.

Hyderabad Government High School.

The Shikárpur High School under Mr. Contractor has never been a strong institution, and it shows a falling off of 15 pupils in the attendance which was 228 : the fee-receipts being Rs. 3,503-8-0 against Rs. 3,990-8-0 in the previous year. It passed, however, 11 candidates out of 12 for the Matriculation, and did very fairly well in the Inspector's examination. This school entered on January 14th, 1885, into its new school-house, towards which the Municipality liberally contributed.

Shikárpur Government High School.

Of the six aided schools the Karáchi St. Patrick's School had 229 and the Grammar School 153 pupils. The Convent School had 102 and the Mission School 130. Besides these 4 schools in Karáchi, the Manora School with 11 pupils is close by. The sixth school is at Hyderabad, being the Mission School with 186 pupils. Altogether the attendance was 811 against 755 in the previous year. The Grammar School, Karáchi, has done good work, while the St. Patrick's and Convent School have an established reputation. The Manora School is intended for the children of Europeans or Indo-Europeans engaged on the harbour works who live upon the island and cannot attend the Karáchi schools. The two Mission Schools at Hyderabad and Karáchi continue to hold their ground, and are described by the Inspector as very popular institutions. They and all other High Schools in Sind will receive a great impetus when an Arts College is established at Karáchi.

Aided High School in Sind.

I consider that, even from the point of view now under consideration, such an institution has been fairly earned by the Province which, despite exceptional difficulties, numbers 1,777 pupils in its High Schools. In the year 1861-62, which witnessed the first award of Arts Degrees in the Presidency, and in which Bombay was served by two Colleges and the Deccan by a third College, the total number of pupils in all Government schools teaching up to the Matriculation was 1,135. The larger number of High School pupils in Sind in the year under review constitutes sufficient material to supply a local Arts College with pupils.

An Arts College for Sind.

The Table below completes the review on High School education in the Presidency for the year 1884-85 :—

Table showing Results of the Inspector's Examination.

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed under all Heads.
			Mathematics.	Vernacular or Writing.	2nd Language	History and Geography.	English.	Needle-work.	All Heads.	
Maintained by the Department.										
Karáchi	I. to VI. ...	258	228	175	64	222	238	...	179	69
Hyderabad	I. to VI. ...	228	136	73	136	142	162	...	80	35
Shikárpur	I. to VI. ...	164	130	67	72	129	136	...	82	50
Total ..	.....	650	494	315	272	493	536	...	341	52
Aided by the Department.										
St. Patrick's School, Karáchi .	I. to VII. ...	125	117	117	8	79	121	...	114	91
Grammar do. do. ...	I. to VII. ...	86	75	63	11	45	71	31	56	65
Convent do. do. ...	I. to VII. ...	99	95	88	4	73	91	99	78	78
European and Eurasian School, Manora	I. to VI. ..	13	11	9	3	6	13	6	8	61
Mission School, Karáchi ...	I. to VI. ...	100	82	76	18	76	53	...	37	37
Do. Hyderabad...	I. to VI. ...	135	129	122	41	114	115	...	89	65
Total ...	.....	558	509	475	80	393	464	136	382	69
Grand Total ...	.....	1,208	1,003	790	352	886	1,000	136	723	59

Restrictive policy of the department relative to lower secondary education.

47. Middle Schools.—The term Middle Schools, adopted in previous reports for institutions which are elsewhere called Lower Secondary Schools, significantly describes the position of this class of schools midway between the High Schools and the Primary Schools. The policy of the Bombay Department differs, as far as I know, from that followed in other Provinces of India, and is only capable of fair judgment if the system of education both above and below these middle schools is fully understood. The Bombay Department wishes to keep its lower secondary system, whether the schools be aided or departmental, as contracted as possible. Its views would be the same whether all the departmental middle schools were closed or not, so long as the whole system of secondary education in India remains as one-sided as it is. Of the middle class schools throughout India it may be fairly said that they generally represent a part cut off from the University course. They are the first rungs in the ladder up which boys ascend to the steps of the University. This fact being fairly grasped, the Bombay Department takes cognizance of the two classes of the school-going population for which it has to provide. This population seeks either to pass the Matriculation, or is content with a good primary education. The first section of pupils must necessarily be small. Hence, if there are enough lower secondary schools to feed the high schools, the department sees no advantage in increasing the number of the former. Looking at the schools above the middle schools this purpose is intelligible and reasonable. But we must look to the schools below as well as to the schools above. From this point of view, the Bombay Department adopts a course peculiar to itself. It observes that in some Provinces of India the village schools are, according to the Bombay view, miserably inefficient, that the children are frequently unable to read even a printed book, and that a theory is bandied about that the rural school children should not be "elevated out of their position." In such Provinces the primary education provided for the rural population goes no higher than would be attained in the lowest classes of the Bombay elementary schools. The indigenous schools are frequently only infant classes. Obviously the literary classes will not submit to this standard of teaching. Accordingly, in those Provinces to which I refer, High Schools contain primary classes organised on a totally different principle from the Páthshála, and thus in the secondary system is provided a door of escape from the imperfections of the indigenous system for those whose standard of education is above the "traditional methods" of the village school-master, methods that sufficed for the wants of rural society before the upheaval of British rule and the consequent appreciation of labour. In Bombay, however, the Government from an early date

concentrated their attention on the primary system. It was designed to be good enough for all classes. It was intended to be a good foundation for the boys proceeding to the secondary system, as well as a complete but elementary education for those children of the soil whose education would terminate in the primary schools. Obviously, in the higher stages of the primary course, some adjustment ofstudies was required to meet a double want. Hence was introduced the bifurcation of standards. A boy proceeding to the English school might, after passing the 4th standard, commence Anglo-Vernacular Standard I., or he might continue his vernacular studies up to primary Standards V. and VI., advanced standards which are peculiar to Bombay and to the Provinces, like Berar and the Central Provinces, which profiting by its example have adopted its system. These remarks explain the apparent weakness of the Bombay lower secondary system as compared with other provinces of India. This department discourages a smattering of English to the neglect of the vernacular, and it strengthens its primary system, so that the bulk of its pupils may complete their education in the primary schools. The primary schools, complete in themselves, do not hang upon the lower secondary system; and the middle schools become, as a general rule, exclusively anterooms to the high schools. In fact, as a rule, we desire no more middle schools of the uniform type than will serve as feeders to the high schools. I write "as a rule", because there are necessarily a few cities like Bombay and Poona where there is a demand for a smattering of English, where employers of labour require lads to be able at least to read English if they cannot understand it, or to understand a certain amount of it without being able to talk it. This special need does not interfere with the general principle. It is a need which is recognised by the department on one condition only, which is sufficiently stern to prevent any weakening of the primary system. The terms on which the department affiliates a second grade Anglo-Vernacular class or school to a primary cess-school is that the extra cost of the class is paid for by local subscriptions. The only other Anglo-Vernacular schools, except in the Northern Division, on the departmental or Local Board's list are either feeders of high schools, or else in a few cases the germs of high schools, as the 2nd Grade Anglo-Vernacular School in the Upper Sind Frontier District or the Bijápur School. In short, the Bombay middle class schools are not intended to expand indefinitely. We have no desire to attract boys to them from the primary schools, unless they are boys who are making for the University course. We recognise the wants of special localities by opening a few Anglo-Vernacular classes, but generally we regulate the number of lower secondary schools by reference to the high schools of which they are essentially the feeders. When the day comes for introducing variety into our secondary system by the development of technical education a change may be necessary, but meanwhile it is the policy of the department to spend public funds as sparingly as possible on lower secondary schools, reserving all the means it can for keeping up the high standard of its primary schools, so that the interests of the rural community may not be sacrificed to the demands of the towns or of the better-to-do classes of society.

Increase of middle schools and scholars.

The whole number of lower secondary schools, returned by the Inspectors for the year, is 278 with 15,356 scholars. That the unaided list is incomplete I entertain no doubt, and the 8 boys' schools entered in that list must be held to represent merely those institutions which keep touch with the department, and represent a small circle of outside schools actually knocking for admission to the aided list. It is however desirable that the whole facts should be annually given to Government, and therefore I have issued instructions to the Inspectors to add to this list in future years all schools adopting the departmental system of which they can obtain returns. Meanwhile, from the general Table, which I give below, it will be observed that there is an increase of 39 schools and 1,983 scholars. The departmental schools remain unaltered in number with an increase of 298 pupils, but it will be noticed how the Northern Division appropriates to itself 11 out of 28 Government First Grade Schools, and the Local Boards there confine themselves to giving grants to these schools. Seventeen more schools have been opened elsewhere by Local and Municipal Boards, giving an increase of 532 scholars, and 5 more are maintained by Native States with an increase of 222 scholars, whilst the department or Boards have extended aid to 24 new schools with 1,090 pupils. The unaided list shows a reduction of 7 schools with 159 scholars. The tabular Statement below shows the condition of lower secondary education throughout the Presidency on March 31st, 1885, separating the returns for female education from those of boys' schools:—

General Statement of Middle Schools in 1884-85.

Division.	Maintained by the Department.								Maintained by Local Fund and Municipal Boards.				Maintained by Native States.				Aided by the Department or by Local Fund or Municipal Boards.				Unaided.				Total.			
	1st Grade.				2nd Grade.																							
	1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Boys.																												
Central Division ...	9	1,614	9	1,809	1	15	1	19	26	815	31	949	5	175	6	214	18	1,336	24	1,810	9	625	6	602	68	4,640	77	5,403
North-East Division .	1	161	1	172	...	...	...	...	23	635	28	830	...	..	...	...	6	225	3	125	..	...	..	...	30	1,021	32	1,127
Northern Division ..	11	1,347	11	1,413	...	...	..	...	1	23	...	...	19	1,186	25	1,520	3	272	7	406	2	88	2	89	36	2,916	45	3,428
Southern Division .	4	355	4	358	...	..	...	...	32	909	39	1,167	18	954	16	803	4	138	6	199	...	...	...	...	58	2,356	65	2,527
Sind	2	216	2	227	...	...	...	...	8	468	9	452	...	...	...	...	7	244	10	419	2	106	..	...	19	1,034	21	1,098
Aden	1	62	1	70	...	.	...	..	...	...	...	...	...	...	..	...	...	...	..	...	...	..	...	...	1	62	1	70
Total ...	28	3,755	28	4,049	1	15	1	19	90	2,850	107	3,398	42	2,315	47	2,537	38	2,275	50	2,959	13	819	8	691	212	12,029	241	13,653
Girls.																												
Central Division	. .	...	..	...	...	...	...	...	...	..	..	.	...	...	..	...	20	1,210	23	1,356	1	19	...	...	21	1,229	23	1,356
North-East Division	...	...	...	...	...	...	...	...	.	.	...	...	...	...	...	.	1	34	5	163	...	..	...	...	1	34	5	163
Northern Division	..	.	.	..	...	...	...	...	...	...	...	...	...	...	.	..	.	...	3	61	1	12	...	...	1	12	3	61
Southern Division	...	..	...	...	...	...	..	...	1	27	1	11	...	...			3	42	3	45	...	..	...	...	4	69	4	56
Sind..		..		...	...	...	...	...	...	...	...	..	...	...	...	...	..	...	2	67	...	...	...	...	...	..	2	67
Total ...	.	...	...	...	...	...	...	...	1	27	1	11	...	...	...	...	24	1,286	36	1,692	2	31	...	...	27	1,344	37	1,703
Grand Total ...	28	3,755	28	4,049	1	15	1	19	91	2,877	108	3,409	42	2,315	47	2,537	62	3,561	86	4,651	15	850	8	691	239	13,373	278	15,356

48. **Middle Schools, Central Division.**—The departmental schools in this Division, in the year under review, numbered ten as in the previous year, but with an increase of 199 pupils. Nine of these were first grade, and one was a second grade school. Of the nine first grade institutions five are in Bombay City, where they constitute important feeders to the High School. The rest are in Poona Camp, Pandharpur, Bársi and Kalyán. Mr. Kirkham reports regarding them: "I am glad to note that the general results obtained this year appear to be satisfactory. More boys have been presented and more passed under each and all the heads of the standards than last year, the percentage of passes under all heads rising at once from 40 to 64." In writing of the several schools Mr. Kirkham refers specially to the good Anglo-Hindustáni class in the Poona Camp School, and to the success of the same school as a feeder to the High School. The Pandharpur and Bársi schools are not veryi well attended, but their work was satisfactory. The Kalyán School is an mportant one, but it was not as successful at it might have been. Of the five Bombay schools, which sent up 238 pupils to the Elphinstone High School, Mr. Kirkham gives a detailed account, in which he notices the bad accommodation for the Fort Branch and the Jagannáth Shankarshet schools, a matter which deserves the attention of the municipality, the overcrowding in the Gokuldás Tejpál, and the too rapid increase in the numbers of the Fanasvádi School. The Chandanvádi School is said to be well housed, and of all the schools Mr. Kirkham writes that "they hold their own in efficiency and numbers". The single 2nd Grade Anglo-Vernacular school maintained by the department is the Government House Establishment School, which suffers naturally from its double move every year, and from the heterogeneous elements of which it is composed. But the institution did "pretty well," and in Mr. Kirkham's opinion gave evidence of intelligent teaching.

Government middle schools.

The examination returns of the Government schools show the following results:—

Examination results in Government schools.

Table showing Results of Examination in Government Middle Schools, Central Division.

Name of School.	Standard.	Number examined.	Number passed.						Percentage passed.
			Mathematics.	2nd Head.		History and Geography.	English.	In all Heads.	
				Vernacular.	2nd Language.				
1st Grade Schools maintained by the Department.									
Poona Camp	I to III ...	84	82	74	...	66	81	58	69
Pandharpur	I to IV ..	45	44	43	...	44	37	34	76
Bársi	I to IV ...	33	28	27	...	26	23	19	58
Kalyán	I to V ...	79	33	32	...	55	53	24	30
Fort Branch	I to III ...	170	163	147	23	145	150	123	72
Jagannáth Shankarshet ...	I to III ...	208	159	138	...	176	162	124	60
Gokuldás Tejpál ...	I to III ...	162	160	135	...	146	136	114	70
Fanasvádi	I to III ...	342	322	261	...	299	206	214	63
Chandanvádi	I to III ...	193	180	158	...	155	174	129	67
*Total ...	.....	1,316	1,171	1,015	23	1,112	1,082	839	64

* Government House Establishment School is omitted as the results are not separately shown.

Of the 2nd grade schools maintained by Local Boards in the Central Division it may be mentioned that they were 31 in number showing an increase of 5, and they contained 949 boys or an increase of 134. The new schools or classes opened in the year were at Andheri and Tárápur in the Thána District, and at Nágaon, Revdanda, and Goregaon in the Kolába District. Mr. Kirkham writes: "In all these cases the standing rule that charges for English instruction are not to fall on Local Funds has been observed. They have all been opened from special contributions by the people and from special fees. The desire for English education is growing everywhere especially in Ratnágiri, Thána and Kolába." I have dwelt in a former section on the importance which the department has always attached to a limitation of the number of lower secondary schools, and to the

Middle schools maintained by Boards.

enforcement of the priniciple that Anglo Vernacular classes should not be opened unless the cost is met by local subscriptions. I think that this principle should also be enforced on Local Boards, since it cannot be right that Local Funds, raised chiefly from the taxation of the poorer classes, should be spent on luxuries. I therefore quote Mr. Kirkham's pertinent remarks on this subject: "The question whether this principle will be preserved when the municipalities obtain full control over their schools, considering the popularity of English instruction with the class from which Municipal Commissioners will be chiefly drawn, is one of interest and importance, and will not be lost sight of." It is not necessary to give detailed statistics showing the results of examination in these Board Schools, but I notice a marked improvement in the Sholápur, the Kolába, and the Gujaráthi Bombay schools, while the Maráthi Bombay and the Ratnágiri schools did not show satisfactory results. On the whole Mr. Kirkham notices "a satisfactory advance on last year, the percentage of passes under all heads being this year 51 against 46 last year.

Aided middle schools.

The aided middle schools in the Division were 47, of which 24 were for boys and 23 were for girls, the increase being of 6 boys' schools and 3 girls' schools over last year. Again, 28 teach Anglo-Vernacular standards, and 19 European and Eurasian standards. Some of them were regularly examined during the year, whilst others, which were examined last year, received aid after the regular inspection. The numbers in the 24 boys' schools were 1,810, showing an increase of 414 on the previous year, while in the 23 girls' schools there were 1,356, or an increase of 146 girls. The results of examination in those European and Eurasian schools which were examined are given below, and I would only remark that they show much better results than are shown in the native aided schools, which passed in all standards an average of only 32 per cent :—

Table showing Results of Examination of the Aided European and Eurasian Schools in the Central Division.

Name of School.	Standards.	Number examined.	Number passed.						Percentage passed.
			Mathematics.	English.	History and Geography.	2nd Language.	In all Heads.	Needle-work.	
G. I. P. Railway School, Sholápur ...	I to III ...	9	9	9	5	...	9	...	100
Indo-British Institution, Boys' School, Sonápur, Bombay ..	I to VI ...	30	26	24	17	...	17	...	44
Methodist School, Mázgaon, Bombay	I to V ...	40	31	23	14	...	15	11	37
Pensioners' School, Poona ...	I to V ...	24	17	24	19	...	14	16	58
Conference School, Poona ...	I to VII ...	36	21	24	16	...	16	15	44
St. Joseph Girls' School, Cavel Street, Bombay	I to V ...	73	65	56	41	...	37	68	51
S. P. G. Mission Ladies' Association Hindu Girls' School, Girgaon, Bombay.	I to V ...	11	8	6	2	...	4	7	36
Indian Female Normal School and Instruction Society's European and Eurasian Girls' School, Girgaon, Bombay	I to VIII ...	37	35	30	24	1	26	25	70
Mr. Thomas' School, Grant Road, Bombay	I to V ...	8	6	6	6	...	4	4	50
Education Society's Girls' School, Byculla, Bombay	I to V ...	92	92	92	62	...	85	86	92
Total ...	I to VIII ...	369	310	294	206	1	227	232	61

Unaided middle schools.

From the unaided list I have separated the schools maintained in Native States. In the Central Division six middle schools were maintained by Native States containing 214 scholars, being an increase of one school and 39 scholars on the previous year. There were thus 6 unaided schools with 602 scholars, of which 2 in Bombay were examined and passed respectively 50 and 36 per cent. in all subjects. The rest were visited and found "in fair working order."

49. **Middle Schools, North-Eastern Division.**—Pursuing the same order of inquiry as was adopted in the previous section, I find that the Government schools in this extensive division, consisting of three large districts, are represented by only one lower secondary school of the first grade containing 172 pupils against 161 in the previous year. I may at once anticipate a subsequent paragraph by stating that no unaided middle school is entered in his Tables by Mr. Sahasrabudhe, the Acting Inspector. It must not however be inferred that the omission accurately represents the facts, or that, in a division which contains 2,769,665 people and covers an area of 22,550 square miles, the outer circle of lower secondary education has already been absorbed by the department. The solitary departmental 1st Grade Anglo-Vernacular School is situated at Ahmednagar in which town there are two High Schools. The Government school accordingly fulfils the function of a feeder of the High Schools. In the examination of its three standards 50 per cent. of the pupils who were examined passed in all subjects. The fee-receipts were Rs. 1,642 and the cost to Government of each pupil was only Rs. 10-2-10. Mr. Sahasrabudhe, the Inspector, remarks that there are 18 Mahomedan boys in the school against 10 in the previous year. Proposals have been made for incorporating the school into the High School, but the matter requires consideration. In my opinion the time will come when Government will withdraw to a large extent from the direct management of secondary schools. The institutions which Native enterprise will most easily maintain are the lower secondary schools, while the High Schools with their complex organization of agricultural classes, drawing classes, and gymnasia, will require more care and greater guarantees for their permanent maintenance. I should therefore, from this point of view, hesitate to amalgamate two institutions whose ultimate destinies depended upon different considerations.

One Government middle school at Ahmednagar.

The Board Anglo-Vernacular schools or classes appear to be 28 in number, but Mr. Sahasrabudhe erroneously returns them as "maintained by the department." They contained 830 pupils, being an increase of 195 in the previous year. Of them 17 are in the large District of Khándesh, 5 in the Ahmednagar, and 6 in the Násik District. The five new schools were opened at Faizpur, Varangaon, Yával, Kopargaon and Sátára. All these 28 schools are together maintained at a cost of Rs. 8,597, of which fees nearly meet one-third, whilst municipal or private contributions supply the rest. They are managed by the department, and examined by the Inspectors, which is a natural arrangement as the contributories are often numerous and scattered. Matriculated masters are usually found to teach in them.

Middle schools maintained by Boards.

The aided schools in the division are, for the year under review, 3 for boys and 5 for girls. There is a decrease of 3 schools of the first class, and an increase of 4 of the second class in the year as compared with 1883-84. Altogether 125 boys and 163 girls attended the aided schools. Every one of these aided schools is however due to European enterprise, and the distribution is very uneven. Thus 5 are in the Násik District, one in Khándesh, and 2 at Ahmednagar. Again omitting the 2 Ahmednagar schools, 3 are at Igatpuri, 2 at Manmád, and 1 at Bhusával, all situated on the G. I. P. Railway; 6 are missionary schools, and 2 belong to the G. I. P. Railway Company. This distribution of aid is very unequal, and viewed from the standpoint of Native enterprise it is very unsatisfactory.

Aided middle schools.

I have already, in the general statement given at the end of paragraph 47, shown that there are no unaided schools returned for the North-Eastern Division. I have also, in the section devoted to High Schools, pointed out the system which obtains in regard to the method of presenting to Government statistics of unaided schools. The report of the Acting Inspector illustrates this practise, when he omits from his Tables figures to show the strength of unaided enterprise in a division where Native enterprise is most needed, and where there was not on March 31st last a single Native aided school, and, if the silence of previous Reports and of the Table given in paragraph 47 of this Report is to be believed, where there has never been a Native middle school shivering in the outer circle of educational work. Mr. Sahasrabudhe however corrects the inference which might be drawn from his statistical tables by the following remarks in the text of his report: "The system of awarding liberal grants-in-aid to evoke private effort is beginning to be appreciated and schools are slowly springing up in all directions. People have begun to feel the usefulness of standing on their own legs instead of depending upon Government for every thing, and hence some under-graduates instead of hankering after Government situations have taken to an independent profession of opening private

Unaided middle schools.

schools; and I am very glad to report that Mr. Tikale of the Deccan College who has passed the previous examination and has appeared for the 1st B. A. has lately opened an English class with a Maráthi class attached to it at Nasirabad in Khándesh. He is assisted by two men, one of whom had been formerly an assistant in a Government Vernacular School for several years. The school musters 13 pupils distributed over the 1st two English standards. The sacrifice made by Mr. Tikale is very great and his action consequently laudable. If he sticks to his purpose he will in time to come achieve great success. The private English school at Ahmednagar has a very large attendance of 123 scholars. It has a Maráthi class attached to it consisting of 61 pupils. Its numerical strength is no doubt very great. But as regards efficiency I am not in a position to say any thing unless I see the school personally. The manager of the school has applied for its registration and his application for the registration of the school has already been submitted to you. Another private Anglo-Vernacular school has lately been opened at Ahmednagar. The English portion contains 30 pupils and the Maráthi 139. An English class has also been opened at Pimpalgaon Baswant in the Násik District. The people had applied for a Government English class there, but as they could not guarantee the regular payment of their contributions towards the maintenance of the class, it was not given. They had, consequently, recourse to their private efforts which was extremely desirable. The class is now attended by 21 pupils."

From these extracts it will be seen that a more systematic distribution of the aid which Government can give is only wanted to encourage private enterprise in the North-Eastern Division. I may add that I have personally visited the two unaided middle schools in Ahmednagar and I consider that one of them is entitled to aid.

Results of examination in the North-East Division.

The following Table will show the results of the Inspector's examination in all the middle class schools of the division which presented candidates. As the list is small I have incorporated all the results in one Table instead of distributing them as was necessary in the case of the Central Division:—

Table of Results of Examination of Middle Schools in the North-Eastern Division.

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed.
			Mathematics.	Vernacular.	2nd Language or Writing.	History and Geography.	English.	Needle-work.	All Heads.	
MAINTAINED BY THE DEPARTMENT.										
First Grade.										
Ahmednagar	I. to III.	114	104	89	...	87	86	...	57	50
Second Grade.										
Khándesh (17 schools) ...	I. to IV.	298	254	241	...	211	215	...	171	57
Ahmednagar (5 schools) ...	I. to III.	108	64	67	...	59	67	...	37	34
Násik (6 schools)	I. to IV.	144	112	95	...	91	91	...	60	41
Total ...	...	550	430	403	...	361	373	...	268	48
AIDED BY THE DEPARTMENT.										
G. I. P. Railway School, Bhusával	I.—IV.	25	20	...	21	12	18	9	14	56
Church Missionary Society's English-teaching School, Manmád	I. and II.	1	1	...	1	1	1	...	1	100
Church Missionary Society's Anglo-Vernacular School, Manmád	I.—III.	15	12	13	...	8	10	...	5	33
S. P. G. Mission Anglo-Vernacular School, Ahmednagar.	I.—III.	24	16	15	...	17	22	...	9	37
American Mission Girls' Boarding Anglo-Vernacular School, Ahmednagar ...	I.	12	10	10	...	8	7	9	7	58
Total ...	...	77	59	38	22	46	58	18	36	46
Grand Total ...	...	741	593	530	22	494	517	18	361	48

50. **Middle Schools, Northern Division.**—The Table given in paragraph 47 has already shown the general distribution of middle schools and scholars in this division. Contrasted with all other divisions, the Northern Division is wealthy in departmental schools of this class possessing 11 out of 28 in the whole Presidency, but on the other hand two of these schools are largely endowed by private generosity, and most of the others receive a very large assignment from Municipal Revenues. Local Boards maintain here no secondary schools, although in the Presidency there are 108 schools thus maintained. This result is I believe due to orders issued in the past, but I think that local subscriptions ought to be available in the Northern Division, as they are elsewhere, for providing English classes. It is fairly well off in aided schools, but the two unaided schools left to the division, after eliminating the schools maintained at the cost of Native States, cannot possibly represent the private effort of the most enterprising portion of the Presidency. Altogether, there are returned for the year under review 45 boys' schools with 3,428 scholars, and 3 girls' schools with 61 pupils, making a net increase of 561 as compared with theprevious year.

Injurious Influence of Departmental action on private enterprise.

Beginning with the departmental schools, as in the case of the previous sections, I find that there were 11 with 1,413 pupils or an increase of 66. The Government schools are all first grade schools, and they may be classed partly as feeders to High Schools, as in the case of the two Ahmedabad schools and the Surat school, and partly as substitutes for High Schools. From this latter point of view, the Northern Division has developed along lines of its own, and the schools appear to me, with one exception, to be schools which should have been left entirely to private enterprise. The exception is the school in the Deesa Camp, which situated on an island of British jurisdiction in Foreign territory at a distance from any High School, is justified by exceptional circumstances. The other schools at Bulsár and Ránder in the Surat Collectorate with Navsári on the confines of that district, at Anklesvar in Broach, at Kaira, and at Viramgám and Dholka in the Ahmedabad District are placed in large cities of which the smallest has a population of nearly 10,000, whilst Viramgám, the most populous, has a population of 19,000. But so long as it is the policy of the department to maintain but one High School in each district, and so long as municipalities equally large in the more isolated towns of the North-Eastern Division are left without large secondary schools, the case for the Northern Division is not made out. It will be a question whether the municipalities should not take over these secondary schools, or whether Government should not retire in favour of private enterprise. Endowments must of course receive special consideration. Meanwhile the Inspector, Mr. Giles, makes the following remarks: "As regards the efficiency of the 1st Grade Anglo-Vernacular Schools in Government districts I would remark that the examinations have been more than usually uneven this year as several of the schools have been examined by the Deputy Educational Inspectors. This is due to the unusually heavy work which has fallen on the Acting Inspector and to my late return from furlough. According to percentages Viramgám and Dholka head the list with 87 and 85 which are very unusual figures; both these schools were examined by the Deputy Educational Inspector. Bulsár, Kaira, Camp Deesa, the Ahmedabad Branch School No. 1 and the Surat Government Branch School have a percentage of more than 70, while the only schools that show bad figures are Ránder and Anklesvar; the latter however was examined under 5 standards: 662 boys passed in all heads, an increase of 50 as compared with 1883-84. This is satisfactory especially as boys were sent up from 11 schools instead of 12."

Government middle schools.

It is inevitable that, if Government supersede private effort, the people should not come forward to help themselves. Gujarát is a rich country and the population is exceptionally well off. The Board Anglo-Vernacular Schools in the Presidency, which, as already explained, are schools for whose English classes private subscriptions or municipal revenues exclusively provide, number 108 with 3,409 scholars. In the advanced Northern Division there is not a single middle school maintained by local subscriptions on the same plan as is followed in the Central Division.

No middle schools maintained by Boards.

Native States yield to the pressure of public opinion which would cast upon Government the burden of providing secondary education. In the Northern Division, which is charged with exceptionally heavy work in regard to the inspection and control of education in Káthiáwár and elsewhere, there were 25 Native State middle schools giving education to 1,520 pupils. This is more than half of the total number of such schools in the whole Presidency. Of the efficiency

Note on State schools.

of all those schools Mr. Giles speaks highly, remarking that "with the exception of Nándod just constituted there is not one which has a very bad percentage, while many rival our best schools in Government districts." The new schools established in the year are at Porbandar, Nándod, Dhoráji, Jetpur, Dhrol, and Khambhálya.

Aided middle schools.

There is a satisfactory increase in this class of middle schools, consisting of 7 schools, and 195 pupils. Altogether the 10 aided schools contained 467 pupils. Seven of the schools were 1st grade boys' schools, one a first grade girls' school, and two second grade for girls. Two of the newly aided boys' schools were in the Surat District, and two were in the Kaira District. Mr. Giles reports that three other towns have asked to have their English schools aided, and he notices with satisfaction the growing indications of self-help in the girls' schools. Mr. Giles writes as follows: "These second grade schools are a new and most interesting feature. One has been opened by the Irish Presbyterian Mission in Surat and the other was opened by Mr. Jahángirji Motábhái Vakilna in the same place in 1883-84. Thus with the Anglo-Vernacular class attached to the Maháláksmi Female Training College, Ahmedabad, we have now three schools where girls can learn English. I have every hope that this is a movement which will spread rapidly."

Unaided middle schools.

After reclassifying the schools returned by the Inspector so as to show Native State schools separately, I find that only two boys' schools with 89 pupils are returned as unaided for a division containing an area 10,158 square miles with a population of 2,857,731 in the British districts only. The poverty of the outer circle of unaided schools is very striking. When attention has been drawn to the importance of accurate returns of unaided schools it is probable that the facts will be presented in an altered light, but I cannot resist the conviction that in the Northern Division too much has been done in secondary education for the people and too little by the people and the Local Boards. I do not ignore the fact that many of the middle schools are endowed, and some are assisted by the Boards, but that is not sufficient.

Examination results.

I give below the examination results for the 1st grade schools. In the second grade schools which were examined the average of passes in all subjects was 57 per cent. Two schools for Europeans and Eurasians were examined. In the St. Joseph's Roman Catholic Parish School at Ahmedabad 41 per cent. of those examined passed, while in the Anglo-Indian Schools in the Baroda Camp 73 per cent. passed in all subjects:—

Table showing the Examination Results in 1st Grade Middle Schools in the Northern Division.

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	All Heads.	
Maintained by the Department.										
Bulsár	I to V.	113	106	104	13	106	87	...	82	73
Navsári	I to IV.	78	72	60	...	66	67	...	54	69
Ankleswar	I to V	58	52	51	7	43	40	1	32	55
Kaira	I to III.	44	44	38	...	39	39	...	32	73
Viramgám	I to IV.	38	35	35	...	36	38	...	33	87
Camp Deesa	I to IV.	29	26	26	...	22	28	...	22	76
Government Branch School, Surat ...	I to III.	281	240	240	...	228	250	...	196	70
Ahmedabad Branch School No. I ...	I to III.	114	103	103	...	95	110	...	81	71
Do. No. II ...	I to III.	140	116	118	...	120	114	...	90	64
Dholka	I to III.	26	26	23	...	25	24	...	22	85
Ránder	I to III.	32	26	24	...	27	24	...	18	56
Total ...	...	953	846	822	20	807	821	1	662	69
Aided by the Department.										
Pársi Panchayat English School, Surat	I to V.	98	74	64	15	59	70	...	28	29
Jahángirji do. do ...	I to III.	58	41	36	...	23	27	...	17	29
Abhrama	I to III.	25	25	19	...	22	19	...	13	52
Chikhali	I to III.	29	26	16	...	20	18	...	15	52
Umreth	I to III.	37	28	26	...	28	23	...	15	41
Mahuda	I to III.	25	10	15	...	7	11	...	3	12
Total ...	...	272	204	176	15	159	168	...	91	33

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	All Heads.	
Unaided and Native States.										
Vála	I to III.	12	12	10	...	10	10	...	9	75
Bhávnagar	I to III.	241	233	208	...	212	214	...	181	75
Wadhwán City	I to IV.	61	55	57	...	56	48	...	45	74
Morvi	I to IV.	57	54	54	...	51	46	...	41	72
Mahuva	I to III.	41	41	36	...	37	39	...	33	80
Goudal	I to III.	52	52	47	...	48	49	...	43	83
Pálanpur	I to IV.	56	50	47	...	43	30	...	27	48
Dhrángadhra	I to III.	27	25	25	...	23	24	...	19	70
Limdi	I to IV.	53	53	49	...	50	50	...	46	87
Dákor	I to IV.	35	34	32	3	30	31	...	28	80
Mándvi	I to III.	21	19	18	...	19	20	...	16	76
Bhúj	I to III.	65	57	57	...	41	42	...	35	54
Lúnáváda	I to III.	18	14	12	...	11	11	...	9	50
Kapadvanj	I to III.	36	27	32	...	23	30	...	24	67
Dhoráji	I	32	19	19	...	28	24	...	15	47
Nándod	I to III.	29	15	15	...	14	12	...	8	28
Rádhanpur	I to IV.	25	22	20	...	19	20	...	16	64
Total ...	...	861	762	738	3	712	700	...	595	69
Grand Total ...	...	2,086	1,832	1,736	38	1,678	1,689	1	1,348	65

51. **Middle Schools, Southern Division.**—In this division, the departmental schools being only 4 in number with 358 pupils, local boards aided by popular subscriptions have undertaken a large measure of self-help. Thirty-nine boys' schools and one girls' school are maintained by the Boards, which give instruction to 1,178 children, being an increase of 242 on the previous year. In Native States 803 boys were being taught in 16 schools, while 9 schools received aid against 7 in the preceding year. Unaided schools find no place in Mr. Patwardhan's tables, and the total results of the division, as shown by him, were 69 schools as against 62 with 2,583 pupils as against 2,425 in the previous year. General results of lower secondary education in the Southern Division.

The Government schools were 4 in number, being situated at Belgaum, Bijápur, Hubli and Kumta. The first school was a local feeder of the High School with which it will be amalgamated for special reasons arising from the double vernacular which has to be taught. The Bijápur School is the germ of a much needed High School for a very large and neglected district. The Hubli School is a feeder of the District High School, placed in a town containing 36,677 inhabitants, which from its size and importance deserves to have a High School of its own. The Kumta School is in a very isolated district with few large cities, and the High School at Kárwár requires all the recruits it can obtain from the surrounding country. All four departmental schools can show good cause for their existence. One, if not two of them, will however disappear from future reports. Government middle schools.

The effective demand for English education in the division is proved by the large number of 2nd grade schools, 40, maintained by boards. One of these is a school for girls. It is remarkable that the Southern Division possesses 37 per cent. of the whole number of Board Schools for secondary education in the Presidency. Mr. Patwardhan's report is very brief, but he speaks well of all these schools singling out Gadag for special praise, and commending the institutions at Chikodi, Gokák, Saundatti, Athni and Kittúr in the Belgaum District; Sirsi, Ankola and Honávar in Kánara: and Bijápur and Bágalkot in the Bijápur District. Of the Sirsi School the Deputy Inspector writes that "two Mahárs and a Mahomedan passed under Anglo-Vernacular Standard III. The numbers of English learners on March 31st was 65". The Kárwár girls' 2nd grade Anglo-Vernacular School was successful in passing a girl in the public service certificate examination. Middle schools maintained by Boards.

Aided schools for boys show an increase of two, making 6 aided schools with 199 pupils. The girls' aided schools remain 3, as before, with 45 pupils. But none of the aided schools, save the small Karki School, appear to represent Native enterprise, and the institutions, are very unevenly distributed. Mr. Patwardhan gives Poverty of the aided schools.

no place in his annual report to unaided schools, and he hardly notices the aided schools. But from the statistical tables it may be gathered that seven of the latter are for Europeans and Eurasians, five being in Belgaum and two in Dhárwár. The largest of these, St. Mary's Belgaum and the Roman Catholic Convent Boys' School only sent up 32 and 20 children respectively to the examination. Three of the schools sent up fewer than 10 apiece for examination. The Basel German Mission 1st Grade Anglo-Vernacular School at Dhárwár is an important aided institution which sent up 61 pupils for examination, of whom 50 per cent. passed in all subjects. It is not even mentioned in the report of the Inspector, whose silence in regard to aided and unaided institutions generally indicates at least that sufficient attention is not paid in the Southern Division to the most important part of an Inspector's duties. The ninth aided school appears from the statistical tables to be located at Karki in the Kánara District, and to have presented only 12 pupils for examination.

Middle schools maintained by Native States.

The Native State schools in the Southern Division are represented by three first grade schools with 414 pupils, and 13 second grade schools with 389, showing a decrease in the former of 105 and in the latter of 46 pupils. There is nothing noticeable to record, save the decline in attendance, with reference to these schools. The following Table gives the results of examination for them as well as for the other institutions which have been reviewed :—

Table showing the Results of Examination in the Middle Schools of the Southern Division.

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Needle-work.	All Heads.	
Maintained by the Department.										
First Grade.										
Belgaum	I to III.	76	63	69	...	66	68	...	57	75
Bijápur	I to IV.	50	44	35	10	44	41	...	38	76
Hubli	I to V.	88	77	71	7	77	72	...	57	64
Kumta	I to V.	48	36	40	...	37	34	...	28	58
Total ...	...	262	220	215	17	224	215	....	180	68
Maintained by Local Boards.										
Second Grade.										
Belgaum (15 schools)	I to III.	324	277	295	...	248	245	...	216	68
Dhárwár (13 schools)	I to III.	215	165	177	...	169	163	...	143	66
Bijápur (3 schools)... ...	I to III.	72	54	50	...	43	35	...	29	40
Kánara (6 schools)	I to III.	141	103	98	...	98	98	...	73	51
„ Girls' School	I to II.	8	8	...	...	...	6	...	...	...
Total ...	...	760	607	620	...	558	545	...	461	60
Maintained by the Native States.										
First Grade.										
Sángli	I to VI.	145	102	91	26	115	104	...	88	60
Mudhol	I to V.	59	52	46	...	47	41	...	35	59
Jamkhandi	I to V.	56	54	47	...	47	44	...	36	64
Total ...	...	260	208	184	26	209	189	...	159	61
Second Grade.										
Kolhápur State (6 schools) ...	I to III.	120	100	99	...	93	97	...	76	63
Miraj State (1 school)... ...	I to III.	36	36	36	...	35	32	...	31	86
Sángli State (3 schools)... ...	I to III.	58	43	45	...	30	40	...	28	48
Savanúr State (1 school) ...	I to III.	30	18	25	...	18	20	...	12	40
Rámdurg State (1 school) ...	I to III.	19	13	17	...	11	18	...	10	52
Kurundvád State (1 school) ...	I to II.	16	15	16	...	16	13	...	12	75
Total ...	...	279	225	238	...	203	220	...	169	60
Aided by the Department.										
Dhárwár German Mission 1st Grade.	I to IV.	61	45	52	...	40	43	...	31	50
Karki 2nd Grade School (Kánara)...	I to II.	12	6	8	...	4	9	...	3	25
Grand Total ...	...	1,634	1,311	1,317	43	1,247	1,221	...	1,003	61

52. **Middle Schools, Sind and Aden.**—In Aden there is one Government school with 70 pupils. In Sind there were 23 middle schools in the year under review with 1,165 pupils, being an increase of 4 schools and 131 pupils. Of these 2 were Government institutions with 227 pupils: 9 were maintained by Boards with 452 pupils, and 12 were aided with 486 children, of whom 67 were girls. In point of numbers the division has more pupils in middle schools than there are in the North-Eastern Division, but their distribution is much better arranged in Sind, and the development in the latter division along the lines of private enterprise offers better promise for the future. No other division of the Presidency except the Central Division shows a larger number of pupils in the aided schools, while the proportion of attendance in aided schools to the total attendance in all middle schools is even larger in Sind than in the Central Division. The future development of private enterprise in the lower secondary education of Sind will therefore be watched with interest. Healthy development of aided enterprise in Sind.

The two Government schools are at Tatta in the Karáchi District, and at Sukkur in the Shikárpur District, and they constituted outlying feeders to the High Schools. Mr. Hart-Davies reports that the Tatta school did best in the examination, but it should be added that it presented not much more than one-third of the pupils presented for examination in Sukkur. Government middle schools.

Boards maintained nine schools or one more than in the previous year, and these schools have an average attendance of 50 pupils. Mr. Hart-Davies refers to the growing demand for English education, and he anticipates that the Boards will use their powers to open several middle schools. It should however be borne in mind that the extension of primary education is the first charge on the Board School Fund, and that no middle schools should be opened unless a corresponding effort is made to meet, or at least assist, the charge on public funds. Middle schools maintained by Boards.

The aided schools are the most promising feature in secondary education in Sind. Mr. Hart-Davies who thoroughly appreciates the value of private enterprise writes as follows:— Aided middle schools.

"Among aided schools the proprietary school at Shikárpur which is in the first grade and is in competition with the High School there, flourishes very well and so do the two old private Anglo-Vernacular schools in Hyderabad under the care of Akhund Mahomed Sidik and Mr. Tahilrám. The other private Anglo-Vernacular schools are of recent origin and time may improve them. On the whole the working of the middle class schools was more satisfactory this year than in the year 1883-84. I trust that the municipalities will see their way to encouraging private enterprise in such schools as I am convinced that much might be done in this way."

The unaided list is not represented in the Inspector's returns. But I can hardly credit the inference that in Sind there is no "outer circle," which is seeking admission to the departmental system. No unaided middle schools.

The following Table shows the results of examination in the first and second grade schools which were examined in the course of the year:— Examination results.

Table showing the Results of Examination of Middle Schools in Sind.

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed.
			Mathematics.	Vernacular or Writing.	2nd Language.	History and Geography	English.	Needlework	All Heads.	
1st Grade.										
Maintained by the Department.										
Tátta	I to V ...	38	33	32	6	34	33	...	27	71
Sukkur	I to IV ...	106	100	68	34	88	88	...	74	70
Total ...	...	144	133	100	40	122	121	...	101	70
Aided by the Department.										
Proprietary School, Shikárpur ..	I to V ...	46	28	33	11	26	29	...	15	32
European and Eurasian School, Hyderabad ...	I to IV ...	18	17	18	...	10	18	6	16	89
Do. Sukkur ...	I to III ...	12	12	12	...	11	8	1	8	66
Do. Kotri ...	I to IV ...	15	14	15	...	6	15	7	10	66
Total ...	...	91	71	78	11	53	70	14	49	53
Total, 1st Grade ...	...	235	204	178	51	175	191	14	150	64

Name of School.	Standards.	Number examined.	Number passed.							Percentage passed.
			Mathematics.	Vernacular or Writing.	2nd Language.	History and Geography.	English.	Needlework.	All Heads.	
2ND GRADE.										
Maintained by the Local Boards.										
Karáchi	I to IV ...	64	57	60	...	44	52	...	34	53
Hyderabad	I to III ...	57	46	51	...	53	46	...	35	60
Thar and Párkar	I to IV ...	6	5	6	...	4	5	...	4	67
Shikárpur	I to IV ...	107	181	171	14	169	173	...	137	69
Upper Sind Frontier... ...	I to IV ...	30	28	19	10	26	26	...	22	73
Total ...	...	354	317	307	24	296	302	...	232	65
Aided by the Department.										
Karáchi	I to III ...	18	13	16	...	16	18	2	11	61
Hyderabad	I to III ...	210	183	185	...	158	168	...	135	64
Sukkur	I to III ...	2	2	2	...	2	2	...	2	100
Total ...	...	230	198	203	...	176	188	2	148	64
Total, 2nd Grade ...	...	584	515	510	24	472	490	2	380	65
Grand Total ...	...	819	719	688	75	647	681	16	530	65

Economy to public revenues of the grant-in-aid system.

53. **Schools for Europeans and Eurasians.**—It has been usual to devote a special paragraph to the notice of these schools, and they are interesting because they illustrate the practical faith which one section of the Indian community places in the advantages of the grant-in-aid system. It is the case that the management of the education of Europeans and Eurasians is entirely undertaken by that community itself. The rates of aid given to these schools are somewhat higher than those given to Native schools, but it must be borne in mind that these schools cannot rely on the attendance which Native schools can expect, and all things considered the proportion of the total cost paid by Government is not more in the case of educating Europeans than in the case of Natives for secondary instruction. In fact, the grant-in-aid system has proved its success by relieving Government of a heavy burden, by evoking private resources, and by solving in the case of Europeans the problem of religious and moral instruction. The time will, I hope, come when private enterprise will found a European College in Bombay for the whole of India, on the grant-in-aid system for Europeans and their descendants. Such a college would enable this class of the community to obtain University Degrees and to claim its legitimate share in the public service. The rights of Europeans, who are statutory Natives of India, have been finally recognised by the Secretary of State and the very good results obtained by the European schools in the University Matriculation prove that the material is good, and with proper facilities would contribute valuable help towards the administration of the country in which this class is domiciled. At present boys of this section of the community hardly ever proceed to the colleges. I may add that the concentration of the European and Eurasian element in aided schools relieves the department of very heavy expenditure, since the special measures which Government have sanctioned to meet the wants of the heterogeneous elements in the attendance at the Government High Schools are not required to be extended with reference to Europeans.

A European Aided College required.

Special difficulty in finding European pupil-teachers.

The preceding paragraphs of this report have given an account of the special schools under private management, in which Europeans and Eurasians are educated. In the total number of this class at school there has been a reduction of 72 as shown below :—

	1884.	1885.
Europeans at school on March 31st	1,440	1,379
Indo-Europeans	1,773	1,762
Total ...	3,213	3,141

Probably this decrease is not connected with any permanent cause, but it is right that I should refer to a matter mentioned by the Educational Inspector in Sind, since it has been pressed upon my attention by several managers of European schools. This is the difficulty of procuring competent teachers for these schools. The Native aided schools draw their material from the Government Normal Colleges, the High Schools, and the Arts Colleges. The Government institutions thus maintain a recruiting ground for the staff of aided schools, and there is hardly a single competent teacher in the Hindu schools, whether aided or unaided, who has not been educated at the expense of Government. For I find that the large missionary societies engaged in education generally require for their own purposes the qualified teachers whom they turn out. The European community finds considerable difficulty in obtaining teachers, who are consequently brought out from England at a heavy cost. Some system of aiding pupil-teachers must therefore be devised to meet this want, which is peculiar to the European community and is not felt by other schools.

54. **The study of English and optional Languages.**—The following Table is not exhaustive as a reference to paragraph 12 of this report must show, but being prepared on the same system as that which has been adopted in previous years it will serve sufficiently to illustrate the large increase that has taken place in the study of English, and the consistency with which the department represses any attempt to teach English in the Vernacular schools. A smattering of English involving the neglect of the Vernacular is resisted in this Presidency by the elimination of English from primary schools. It is satisfactory to notice the large increase of girls who are studying English in secondary schools:— Study of English.

Table showing the Number of Pupils in Institutions connected with the Department who are learning English.

Number of Institutions.		Grade of School.	Number learning English.		Increase.	Decrease
1883-84.	1884-85.		1883-84.	1884-85.		
9	9	Colleges	1,340	1,536	196	...
60	60	High Schools...	16,386	17,733	1,347	...
84	96	1st Grade Anglo-Vernacular Schools.	7,818	9,083	1,265	...
128	145	2nd do. do.	4,211	4,570	359	...
36	49	Female Schools	2,183	2,813	630	...
...	3	Vernacular School (boys')	...	20	20	..
...	1	Do. (girls')	...	25	25	...
9	8	Special and Technical Schools .	212	157	..	55
1	1	Normal Schools	36	40	4	...
327	372	Total ...	32,186	35,977	3,846	55

The figures showing the number of pupils taking up voluntary languages are as follows:—

Languages	1883-84.	1884-85.	Increase.	Decrease
Sanskrit	4,676	5,785	1,109	...
Latin	925	1,033	108	...
Persian	2,517	4,680	2,163	...
Hebrew	268	291	23	...
Greek...	...	...	.	..
French	58	161	103	...
Arabic	...	11	11	...
Total ...	8,444	11,961	3,517	...

Social position of pupils in Government Colleges and secondary schools.

55. **Distribution of Society in Government Institutions.**—General Table III. in the Appendix shows the distribution of races or religions in the Government institutions of higher education. It is convenient to close the review which has been given of collegiate and secondary education by showing the classes of the community represented in the Government colleges and secondary schools. I have given also the figures for last year, so that Government may observe the lines of development. The large increase of sons of Government officials and pensioners is noticeable but not unnatural. The struggle of the lower classes to raise their position is evidenced by the 523 sons of cultivators, 87 sons of labourers, and 60 sons of soldiers. Higher education is however still supplied at the cost of the State mainly to the upper classes, and this remark is more specially true in the colleges and the high schools :—

Table showing the Social Position of Students in Government Colleges and Secondary Schools.

	Sons of Persons of Property.	Sons of professional Persons.	Sons of Merchants.	Sons of Contractors.	Sons of Government Officials.	Sons of Pensioners.	Sons of Officials under Native States.	Sons of private Clerks.	Sons of village Officers.	Sons of petty Tradesmen.	Sons of Priests.	Sons of Shroffs, Brokers and Money-lenders.	Sons of Artisans and Servants.	Sons of Cultivators.	Sons of Beggars.	Sons of Day-Labourers.	Sons of Soldiers.	Others.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Colleges	94	71	135	27	333	108	90	61	5	53	63	62	19	37	..	1	8	42	1,214
High Schools ..	806	313	436	121	1,858	286	165	593	230	328	336	278	130	300	46	38	17	291	6,565
1st Grade Anglo-Vernacular Schools.	292	149	274	68	776	80	103	619	72	405	178	216	175	196	48	48	35	255	3,979
Total ..	1,192	533	839	216	2,967	474	358	1,273	307	786	561	556	324	523	94	87	60	588	11,758
For 1883-84 ..	1,160	526	770	187	2,697	391	314	1,178	271	752	578	524	284	445	96	69	46	517	10,814

Remarkable expansion of primary education in the Southern Division, under Mr. Russell.

56. **Primary Education—Schools for Boys.**—I give below a series of Tables which will enable Government to survey at a glance that part of the area of primary education for boys which has usually been presented in the annual report. In order to maintain the continuity of our reports, which for this year I was unwilling to interrupt, Police and Jail schools with their small contribution are not omitted. It will be remembered that the whole of this long chapter is devoted to an explanation of the statistical results given barely in Chapter II. In paragraph 15 of this report Government have noticed that the number of primary schools was 5,908, and the number of *boys at school was 375,049. These are the figures which it now remains for me to analyse. The first Table will split up the total according to Educational Divisions, and hereafter the reports of the Inspectors will be referred to. But the first question which Government will ask in reference to the Divisions is whether education proceeds *pari passu* in all of them. Sind with its scant population of 50 persons to the square mile, its large proportion of Mahomedans, and its bad climate, must necessarily be the most backward. Its population is not very much less than that of the North-Eastern Division, yet its primary scholars are not more than 42 per cent. of those in the North-Eastern Division. This latter division is also very backward with its population of 2,769,665. For instance, the Southern Division has a population of British subjects which exceeds that given above by less than 38,000, and yet its primary scholars number 70,513 in British districts against 47,503 in the North-Eastern Division. But the progress of education in the Southern Division is a very marked feature. In the year 1878-79 it was the only division of the Presidency whose statistics of primary education did not register the effects of famine. In that year the total number of private scholars in Native States and British districts was 33,999. Within six years these have increased by nearly 2¾. No other district can show a similar expansion. Part of this contrast may be attributed to the misfortunes or the difficulties of other divisions. The Central Division was swept by famine. The North-Eastern Division also felt the scourge severely, and it has to reckon with a large aboriginal element. Government will observe a decrease in this Division in the attendance at board schools. The Northern Division having already attained a large development

* These figures include girls in boys' schools who number 13,574.

proceeds at a less rapid pace than the Southern in educational progress. But apart from these reasons affecting other divisions, the Southern Division has been the scene of a most remarkable social movement, which finds its expression in the demand of the agricultural classes and chiefly of the Lingáyats for education. No other division, except the very large Central Division, has so large a proportion of the boys classed as "agriculturists" and "partly agriculturists" in its Board schools. At the same time it must be confessed that, without larger provision of funds, the advance cannot be maintained. The increase of scholars in the past year falls far short of that in the preceding year, and is not one-third of that which was maintained for 3 or 4 years after the start was first made. Still, even now the rapid progress of primary education in the Southern Division stands out as the most noticeable fact in the figures given below. I cannot call attention to this favourable feature without acknowledging the services rendered to the department by the late Inspector, Mr. Russell, to whose sympathetic interest in the progress of a rural society, that was accounted backward, much of its remarkable progress is due. Government have lost in him not merely an active but a successful worker in the field of education. In contrast with the Southern Division is the North-Eastern Division which must be regarded as the most backward division, although it has been under very able management. I except Sind which has very peculiar difficulties to contend with, and suffers in every department of education from the want of a full-timed Educational Inspector.

Satisfactory advance of aided primary schools.

One further comment on the Tables may be introduced here. Last year the Board schools were returned as Government schools, but they are now shown in their proper light. In the same Table it will be observed that the increase of scholars is not only to be noticed in Government and Board schools. Aided schools contribute 5,964 or 30 per cent. to the total increase of 19,542 pupils. No previous report submitted to Government has shown such a satisfactory feature. The unaided schools will not compare with the figures given in previous reports, because I have separated the primary schools maintained by Native States from the unaided list to which they do not properly belong.

Poverty of the unaided list.

It will be observed that the unaided list is left blank for three divisions, and in the Northern Division is represented by a single school. This feature has been noticed in dealing with middle schools. The value of the outer circle of educational activity did not appear to the Education Commission to be duly appreciated in Bombay. The annual reports seem to me to confirm this charge, since schools which fulfil the definition of a public school, namely those in which the course of study generally conforms with the standards of the department and which present pupils for entrance into Government schools or for examination at the public examinations, are not entered in the tabular statements. For instance, in the North-Eastern Division the unaided list is blank, although there are 214 primary schools in this division with 4,290 scholars, besides 28 primary schools maintained by missionary bodies in the Ahmednagar District with 298 pupils. The inquiries made by me induce me to believe that many of these schools should be returned as public unaided institutions instead of being summarily dismissed from this Report, after having been entered once in the cold shade of columns 15 and 16 of the Table given in paragraph 14. Their inclusion in the Tables of public institutions is no mere matter of form. It would present them to Government in their proper light, as institutions ready to join the ranks of aided schools. I notice that in Madras 386,092 pupils were shown at primary schools in 1883-84. Of them 92,339 boys were in unaided institutions classed as "public". Yet this report which shows 375,049 boys at primary schools takes credit for only 2,048 scholars in institutions shown as unaided. The impression is thus produced that the department has incorporated almost every primary school which can be considered to be public. Such an impression is, I believe, erroneous, and I intend to issue instructions which will enable the Director to present to Government a more comprehensive survey of primary education in future years.

With this explanation, I give a Table showing the distribution and character of the primary schools for boys reported to exist in each division:—

General Statement of Primary Schools (Boys') in 1883-85

Division	Maintained by the Department				Maintained by Local Fund and Municipal Boards.				Maintained by Native States				Aided by the Department or by Local Fund or Municipal Boards.				Unaided				Police and Jail Schools, British District				Total			
	1883-84.		1884-85		1883-84.		1884-85		1883-84		1884-85		1883-84.		1884-85.		1883-84		1884-85.		1883-84.		1884-85.		1883-84.		1884-85	
	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools	Scholars.	Schools.	Scholars	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division	2	356	2	308	1,079	65,012	1,088	70,158	158	7,132	168	7,494	72	5,196	129	7,838	14	1,191	34	2,002	11	603	10	413	1,336	79,302	1,426	86,206
North-East Division	..	..	..	..	861	45,127	854	45,011	..	..	..	.	51	1,172	98	2,306	..	..	..	.	3	128	4	186	915	46,427	956	47,503
Northern Division	2	184	2	214	885	66,437	894	66,923	945	53,701	974	58,093	29	2,304	36	2,889	..	..	1	46	6	176	6	345	1,847	122,902	1,915	128,216
Southern Division	..	..	..	..	761	66,233	796	66,159	335	19,113	347	20,485	96	2,810	146	4,121	.	..	..	..	6	523	6	233	1,198	87,679	1,294	90,998
Aden	..	.	.	.	234	16,016	262	18,678	..	.	..	..	45	2,922	51	3,126	2	119	.	.	2	57	1	11	283	19,114	314	19,815
Aden	3	183	3	315	.	..	..	..	..	.	..	..	.	..	..	..	.	..	..	..	.	..	.	..	3	183	3	315
Total ..	7	723	7	832	3,920	257,825	3,993	264,639	1,418	79,946	1,484	86,072	293	14,316	460	20,280	16	1,310	35	2,048	28	1,387	29	1,188	5,582	356,507	6,908	373,049

The number of primary schools for boys thus returned at the end of the year was 5,908 with 375,049 boys against 5,582 schools with 355,507 boys in 1883-84. Girls attending boys' schools are included. Distribution of increase or decrease.

The increase or decrease is thus distributed over the various classes of institution :—

Class of Institution.	Number of Schools.	Number of Boys.	Schools.	Boys.	
			Increase.	Increase.	Decrease.
Maintained by the Department	7	832	...	109	
Maintained by Local Fund and Municipal Boards	3,893	264,629	73	6,804	
Maintained by Native States	1,484	86,072	66	6,126	
Aided by the Department or by Local Fund or Municipal Boards	460	20,280	167	5,964	
Unaided	35	2,048	19	738	
Police and Jail Schools, British Districts ...	29	1,188	1	...	199

Again, a further distribution of the increase according to Divisions gives this result :—

	Schools.	Scholars.
	Increase.	Increase.
Central Division	90	8,906
North-East Division	41	1,076
Northern ,, ...	68	5,408
Southern ,, ...	96	3,319
Sind	31	701
Aden	.....	132
Total ...	326	19,542

57. **Local Board Schools.**—When I approach the reports of the Inspectors, they must be allowed to speak for themselves. Government will observe that each of them adopts a different classification. In one report "Native State" schools are shown as "unaided", in another as "inspected." Again the distinction between Local Board and Municipal schools has not had time to develope. For these reasons I eliminate, as far as possible, Tables from the extracts which will be presently reproduced from their reports, and endeavour in these three paragraphs, 56, 57, 58, to give to Government a general survey of the state of primary education. The last paragraph has shown the distribution of 375,049 boys in primary schools over classes of schools and over the Inspectors' Divisions. The next paragraph will deal with a small number of pupils, whose figures will command greater attention next year, namely boys in Municipal schools. The present paragraph deals with the attendance in cess schools, *i.e.*, schools paid for from the Local Fund Budget. At the outset I must call attention to the Budgets printed in Appendix I. which show the opening and the closing balances as well as income and expenditure. The fee-receipts have risen from Rs. 1,78,877 to Rs. 1,82,168, and there is an increase of 70 schools and 4,774 scholars. In this part of the report I have first to notice the criticisms of the Revenue officers upon our administration of the Local Funds. Next I shall show the occupations of the parents of boys attending the middle classes of the cess schools, as well as the primary classes. Lastly will be shown the proportion of children, both male and female, who attend the cess schools from the families of cess-payers. Government will thus observe how far the funds shown in the Appendix have been expended to the satisfaction of the Presidents of the Boards and for the benefit of the cess-payers. Explanatory remarks

Criticism of Revenue officers

The remarks made by the Presidents of District Committees are also printed in the Appendix, and as these independent criticisms of the work of the department are valuable, I will here offer a few remarks on them. In the Central Division the Revenue officers speak highly of the efficiency of the department and of the satisfactory progress made in giving a good primary education. Mr. Cooke, Collector of Sátára, considers that with the exception of the funds devoted to Hindustáni schools, which he considers to be wasted, the utmost use is made of educational funds. He fears that attendance cannot be increased without loss of efficiency. Mr. East warns the department that, unless it reserves to itself ample control over Local Boards, education will materially suffer. Mr. Loch in Thána points to the danger indicated by Mr. Cooke, that quality will suffer if the quantity of scholars is increased; and he calls attention to the advantage of aiding indigenous schools. Mr. Keyser attaches great importance to the appointment of good masters, but he bears testimony to the excellence of the work done by the Departmental Educational Inspectors. Mr. Candy notices the same point in reference to North Kánara, and he instances the influence on the attendance at Yelláp ur exercised by a good staff of masters. Mr. Ebden gives an unfavourable account of the Hindustáni schools in Bijápur, and thinks that some other schools might be transferred with advantage. In the Northern Division Mr. Kennedy, who takes especial interest in the schools of Kaira, writes that he "cannot speak too highly of the organisation and efforts of the Education Department in spreading education in this district"; and he remarks on the very high proportion of boys at school. On the other hand, Mr. Spence considers that the returns of attendance in the Panch Maháls are entirely unreliable. The Educational Inspector however, to whom this criticism was referred for report, is unable to accept the sweeping condemnation, and he observes that the Collector has never brought to his notice any specific instance of apparent fraud. No other Revenue officer repeats this charge, although several hundreds of schools must have been inspected by them. Mr. Mackenzie in Broach repudiates the charge that the municipalities have neglected their obligations, but Government have already spoken authoritatively on this subject. Mr. Reid advocates the introduction of English classes into the Ahmedabad schools, and on the terms which I have already stated in the section on middle schools I see no objection to his proposal. In the North-Eastern Division Mr. Winter remarks :—

"On the whole the Educational officers have done the work of inspecting and examining very well, and have secured a very fair amount of efficiency in the Boys' Schools in Ahmednagar."

Mr. Woodward notices with regret the large decrease in Násik in the Government schools. He expresses a view, already expressed elsewhere, that the success of a school depends on its master. He thinks the masters underpaid. He notices however the increase in aided schools and the "sensible increase in the Maráthi girls' schools." In the low caste schools he notices particularly the inadequate salaries of the masters, and the unpractical nature of the instruction. He believes that there exists everywhere a genuine desire for education.

Value of outside criticism upon the whole work of the Department

I trust it will not be out of place to notice the value of independent criticism to the department. But it is very necessary that the critics should survey the operations of the department from the broader point of view, which the report of the Education Commission has presented to the department. The old theory, that the work of the department must be judged by its direct educational work, is happily superseded now by a more liberal view of its aims as an impartial director of educational effort. Its influence upon the aided schools is even more important than its extension or the improvement of its own schools, in proportion as private enterprise is more profitable and expansive than the agency of the State. The area of unaided educational effort must also be closely surveyed and the success of the department judged by the advance along the whole line of educational agencies. The Revenue officers will give valuable help to Government by surveying the operations of the department in all these directions.

Table showing occupation of parents of boys in Local Board schools.

I now give the usual Tables to be found in paragraph 57 of the annual report which show the occupation of parents of boys in cess schools, and the extent to which the children of cess-payers benefit by the schools supported from the local cess. The Tables appear confusing without a few explanatory remarks, as they represent a different total from that with which the report is dealing in the section on primary schools. The statements below necessarily take cognizance

of the Anglo-Vernacular classes attached to the primary schools maintained by Boards. The constitution of these classes has been explained in the section on middle schools. In paragraph 14 of this report it was shown that 3,398 pupils attended second grade schools maintained by Local Boards. These figures will be analysed below. The number of boys on the rolls in Vernacular, that is primary, schools, is shown below as 260,484, which seems to contradict the figures given in paragraph 14 of this report. It was there shown that in primary institutions maintained both by Local and Municipal Boards, and in night schools there were 264,629 pupils. But before the end of the year two municipalities had taken over schools containing 2,345 primary scholars, and in the Northern Division there were 1,800 girls in boys' schools. Deducting these, the figures are 260,484 as shown in the Table below, which represents the attendance of boys in the cess schools with their two divisions of secondary and primary education. We have now to inquire into the occupation of the parents of these boys:—

Table showing Occupation of the Parents of Boys attending Schools on the Local Cess Budgets.

	2nd Grade Anglo Vernacular Schools.					Vernacular Schools.				
	Total Number on Rolls.	Sons and Relations of People classed as				Total Number on Rolls	Sons and Relations of People classed as			
		Agricultural.	Partly Agricultural	Non Agricultural.	Total.		Agricultural.	Partly Agricultural	Non Agricultural	Total.
Central Division.	949	68	270	611	949	68,474	19,870	20,515	28,089	68,474
North-East do.	830	53	299	478	830	44,350	13,458	12,665	18,227	44,350
Northern do.	...	...	...	..	...	64,823	26,745	10,101	27,977	64,823
Southern do.	1,167	178	295	694	1,167	66,159	25,413	11,466	29,280	66,159
Sind	452	8	42	402	452	16,678	2,180	2,276	12,222	16,678
Total ...	3,398	307	906	2,185	3,398	260,484	87,666	57,023	115,795	260,484
Total for 1883-84...	2,850	203	557	2,090	2,850	257,987	88,163	56,870	112,954	257,987

Table showing proportion of children of cess-payers.

The next Table takes a wider survey, and hence the figures are enlarged by the addition of 11 girls to the attendance in the 2nd grade Anglo-Vernacular classes attached to the primary schools maintained by Local Boards. The numbers 275,517 attending the primary schools, which are exclusively vernacular, now include not merely the attendance in night schools, but also the attendance of 13,605 girls in primary cess schools. The attendance, male and female, in the schools transferred to municipalities is of course deducted. The Table consequently shows the proportion of cess-payers' children, male and female, in schools middle or primary, which are maintained at the cost of Local and not of Municipal Boards:—

Table showing Boys and Girls in the Cess Schools, with the Proportion which Children of Cess-payers bear to the whole Number on the Rolls.

	Second Grade Anglo-Vernacular Schools.			Vernacular Schools.		
	Total Number on Rolls.	Cess-payers.	Proportion per cent.	Total Number on Rolls.	Cess-payers.	Proportion per cent.
Central Division	949	370	39	71,427	46,480	65
North-East Division ...	830	339	40	46,348	27,358	59
Northern do. ...	...	...	...	70,778	46,893	66
Southern do. ...	1,178	702	59	69,137	42,377	61
Sind	452	85	80	17,827	4,245	24
Total ...	3,409	1,496	218	275,517	167,353	60
Total for 1883-84 ...	2,877	1,183	41	271,362	164,797	60

Commencement of the act of restitution.

58. **Municipal Schools.**—A section has usually been interpolated here on the subject of municipal grants which formerly indicated the voluntary aid rendered to Local Funds. Paragraph 2 of this Report has already shown the amount of municipal assignments so made in 1884-85. The law has however at last defined municipal obligations in the matter of education, and in this place an explanation will be given, in future years, of the item introduced for the first time into the Table, given on page 9, namely "municipal expenditure on schools transferred." The small item of expenditure, Rs. 1,709, there-mentioned is the first fruit of an "act of restitution" which will leave the local fund cess to be expended for the benefit of the rural cess-payers. In the year under review only two municipalities had taken over their schools, Poona and Dhulia; and the item Rs. 1,709 represents the charges thus incurred by those municipalities (exclusive of the Provincial grant) on the maintenance of primary schools during the few weeks succeeding the date of transfer. Next year, as Appendix J. will show, the item will be considerable, since rapid progress is being made in the transfer. I have already noticed the opinion of the Revenue officers, which represents the Prussian view, "as is the teacher so is your school". But I think that in India we may adopt the maxim of the United States; "as is the School Board so are your schools". In America even it is found difficult to obtain the services of the foremost citizens, and we must be patient before we can expect to reach the standard of excellence in India. But I desire to call attention to the importance of the subject.

The educational obligations of municipalities

In the Appendix to the report of last year, page lxxvi, was printed Government Resolution No. 1204, dated July 15th, 1884, which described the diversion of funds that had taken place, and promised the municipalities a grant-in-aid of Rs. 1,12,000 towards the cost of making adequate provision for primary education. I have printed in the Appendix to this report the most important Resolutions issued by Government in continuation of their previous orders. Government have undertaken to increase the grant of Rs. 1,12,000, so as to give to each municipality one-third of the actual expenditure incurred at the date of transfer upon the schools transferred. The obligations of the municipalities have been clearly defined in Government Resolution No. 1244, dated June 30th, 1885. This Resolution omits mention of the middle schools, provision of which is however included by law in the duties of the municipalities. The revised Section 24 of Bombay Act VI. of 1873 makes it "the duty of every municipality to make adequate provision, out of the municipal property and funds, for the following matters within the municipal district under its authority, namely, (15) establishing and maintaining middle class and primary schools." In the Southern Division, municipalities have accordingly taken charge of the existing Anglo-Vernacular schools. Elsewhere difficulties have arisen from the want of uniformity in the extension of our lower secondary system, as already noticed in the section on middle schools. But apart from the middle schools a question occurs as to the duties of the Municipal Boards in regard to aided and unaided primary schools within their district. These schools are an essential part of primary education, for the maintenance of which municipalities must make adequate provision. But in the attention which has hitherto been paid to the transfer of the cess schools, private-effort schools have been lost sight of. One of the questions to be settled is whether Government will aid the municipalities in aiding primary schools, as it has aided them in maintaining the primary schools transferred from the cess budget. In short, the present position is as follows. The law enforces on municipalities the duties of making adequate provision for the establishment and maintenance of middle class and primary schools. In the year under review two municipalities had taken over the existing primary cess schools on certain terms. Since the close of the year, the same transfer has taken place elsewhere. In the Southern Division existing middle schools have also been taken over, but in the North and elsewhere a delay has occurred in taking them over. Nowhere yet has the position of independent schools been finally settled. Meanwhile they have been receiving aid either from Provincial or cess funds, as funds were available. But this is only a temporary arrangement; for, if the municipalities are obliged to make adequate provision from the public funds at their disposal for the maintenance of primary education, the law would be defeated if the task of maintaining aided primary schools under the grant-in-

aid code were to be accepted by Government. On the whole subject, I have addressed Government in a separate letter.

Relations of the Department to School Boards.

The liabilities of the municipalities in regard to middle schools, and to the two classes of primary schools, *viz.*, their own schools and independent or indigenous schools having been defined, there will remain the great question of the relations of the Municipal Boards to the public department. The object, which is being aimed at, is to give effect to Section 499 of the report of the Education Commission. It is there explained that—

"Boards bear a double aspect. They may manage schools of their own, and in that capacity may receive aid from the department, and thus be regarded as themselves examples of private effort. On the other hand they may, like the department, dispense grants from public funds in aid of private effort in the stricter sense. In very many cases they will have to act in both these capacities. Obviously when in receipt of aid they should be treated by the department on the principles explained above, and when they take the place of the department as administrators of funds for grants-in-aid, their action should be regulated by the same principles."

The Commission prepared accordingly certain recommendations, which were approved by the Government of India. In accordance with the principles thus sanctioned, Municipal Boards which aid indigenous or primary schools from their public funds will be obliged to follow the grant-in-aid code. In regard, however, to their own schools, they will be left with large powers. Their relations to Government in their capacity of school-managers will depend partly on rules made by Government and partly on rules made by themselves. The former set of rules is indicated by Section 24 of the revised Act VI. of 1873 which requires Government to prescribe from time to time "the independent authority of any municipality in respect of public education, and its relations with the Government Educational Department." When this authority is defined, the municipality, under Section 32 of Bombay Act II. of 1884, will proceed to make its rules for the guidance of the school-committee. The double set of rules affecting the Poona Municipality is still under consideration, although the latter part of them was drafted in the year under review. It is sufficient therefore to say that it is proposed to leave very large powers with the School Boards; but, in accordance with the recommendations of the Education Commission and the practice which obtains in England under the Elementary Education Act, 1870, the department will obtain the necessary powers for controlling the action of the numerous School Boards scattered over the country. Without this, I am convinced that the celebrated Court of Directors' Despatch, No. 49, dated 19th July 1854, the Secretary of State's Despatch No. 4, dated 7th of April 1859, and the recommendations of the Education Commission would become dead letters. There exist in many places tendencies, which the Boards must resist, as for example to increase the number of free students, to reduce fees, to prefer untrained teachers to trained teachers, to treat unequally the various classes of the community, or to discourage private enterprise, and generally to depart from the established principles of the Education Department. These irregularities or departures are not strange, for as remarked in the report of the Commission "if such general or partial failure occurred during 16 years of purely centralised control from 1854 to 1870, and during 12 years from 1870 to the present time of modified control, still greater failure and want of consistent progress may be expected if primary education be one of the objects to which local self-government is to be directed." Accordingly whilst it is natural that 157 Municipal School Boards should diverge more or less from the principles of educational policy hitherto adopted by Government, it is equally natural and just that Government should assist their inexperience by authoritative advice and by a code of rules analogous to that which is presented to the Parliament of Great Britain under the 97th Section of the Elementary Education Act, 1870.

59. **Divisional Reports on Primary Schools.**—Statistics of primary schools for boys were given in paragraph 56. Then followed an account of cess schools and of municipal schools. It remains to give extracts from the Inspectors' reports regarding the progress of primary education in each division, recalling attention merely to a previous paragraph in which the classification of schools adopted by the Inspectors has been referred to. The statistics for each of the five divisions, according to a proper classification of the schools, have already been given by me in the Table printed at the close of paragraph 56.

60. **Inspector's Report for Central Division—Primary Schools.**—Mr. Kirkham writes regarding the increase of pupils in what should be described as Government and cess schools as follows :—

"The number of Government schools and scholars is divided between the several subdivisions as under :—

Name of Collectorate.	Number of Schools at the close of 1884-85.	Increase.	Decrease.	Number of Scholars at the close of 1884-85.	Increase.	Decrease.
Poona	270	12	...	13,569	576	...
Sholápur	170	...	...	8,158	628	...
Sátára	228	...	2	14,806	317	...
Ratnágiri	128	...	8	11,219	188	...
Thána	152	6	...	10,817	2,309	...
Kolába	103	1	...	6,806	578	...
Maráthi Schools, Bombay... ...	22	...	...	2,849	352	...
Gujaráti Schools, Bombay... ...	17	...	...	2,237	145	...
Total ...	1,090	19	10	70,461	5,093	...
Net ...	...	9	...	...	5,093	...

* Including two schools, namely, the Government House Establishment, Provincial Vernacular School and Poona Practising Boys' School with 44 and 259 scholars respectively.

Progress of the various districts.

"The foregoing table shows the satisfactory net increase of 9 schools and 5,093 scholars. The increase in schools is wholly due to Poona, while that in scholars is very largely due to Thána, though, as will be seen, every district shows a fair measure of increase. The subdivisions of Sholápur and Bombay with the same number of schools as last year show large increases in scholars. Even Sátára and Ratnágiri which show a decrease of 10 schools, show at the same time an increase of 505 scholars. These facts together with the rise of Rs. 1,925 in the receipts of fees, indicate in a conclusive manner that the so-called Government or more properly 'Local Board' schools have taken a firm hold on the people and are in a flourishing condition. The state of attendance in these schools as deducible from the ratio of average daily attendance to average monthly number on the rolls throughout the year (76 per cent. against 75 per cent. reported last year) is also encouraging. As regards the extension of primary education, I can only repeat the story of the last seven or eight reports and regret that the limits of expansion with the means now at our disposal appear to have been reached.

Effective demand for extension of primary education.

"The usual large number of applications for new schools had to be rejected. The precise number received during the year was as under :—

Poona	29
Sholápur	10
Sátára	19
Ratnágiri	17
Thána	39
Kolába	5
Bombay	
Total ...	119

"Of these the department could comply with 48 only, *viz.*, 6 in Poona, 17 in Sholápur, 3 in Sátára, 3 in Ratnágiri, 12 in Thána, and 7 in Kolába, and of these but few were provided from additional funds in the budget. They were in point of fact nearly all simply transfers of schools showing symptoms of decline. The number of applications for new schools received during the year (119) as shown above is probably much less than the actual wants of the district as it is now known that the Local Funds cannot at present admit of additional charges. I think I may safely say that if money were available, I could open 300 more schools in my six collectorates in places where they would have a fair chance of succeeding. The removal from the district budgets of all municipal schools, even allowing for fair and equitable subsidies towards their support, will liberate a sufficient amount of money to enable the District Boards to satisfy a considerable number of these demands for new schools ; though it must not be forgotten that some part of the additional funds, which will be available, will be required for the improvement of existing schools which have in many cases been starved of late years in consequence of the pressing necessity for spreading the money over the largest area possible. The impulse also which has been recently given

towards the fuller recognition of the indigenous schools will tend to bring a constantly increasing number within the influence of the department and help to supply the wants of the villagers in places which could not otherwise be reached."

Regarding the results of examination Mr. Kirkham writes:— Quality of primary instruction.

"The results show that there has been no going back in point of efficiency. Glancing backwards over the last five years the results have appeared as follows:—

Year.	Number examined.	Number passed.	Percentage passed.
1880-81	29,542	13,540	46·
1881-82	33,395	16,070	48·
1882-83	37,647	18,336	49·
1883-84	37,979	19,255	51·
1884-85	41,240	21,183	51·

"The increase in the number of schools and scholars on the rolls, the corresponding increase in the receipts of fees, the 76 per cent. attendance in all schools throughout the year, and the rise in the numbers examined and passed under each and all heads, are unmistakable signs that the schools in general have been well looked after and efficiently taught. Excepting in Sátára, the year under report was one of general good health and prosperity. The drawbacks recapitulated by me last year were not repeated and the work of the year proceeded uneventfully. The Sátára report on the other hand was less satisfactory. The cess receipts were somewhat less and affairs generally depressed. Even here however the fee-receipts and the number of scholars show a slight increase. Season favourable

"The 1,088 schools include 17 night schools, 34 Independent Hindustáni schools, 9 Hindustáni classes attached to ordinary vernacular schools, 22 Gujaráti schools (15 in Bombay, 6 in Thána and 1 in Poona) and 2 Portuguese schools in Thána in the neighbourhood of Bándra where the Portuguese population predominates. Besides this division several of the ordinary vernacular schools in Thána and Sholápur have Gujaráti or Portuguese classes attached to them according to the wants of the people. Dividing these 1,088 primary schools into 'upper' and 'lower' primary according to the classification prescribed by the Government of India (lower primary teaching standards I. and II., and those which teach standard III. and upwards being denominated upper primary), we find that the number of upper primary is steadily on the increase, the percentage which they bear to the total number of primary schools (1,088) being now slightly above 80 per cent. I regard the fact that the great majority of our cess schools carry their scholars beyond the bare elements of standards I. and II. with satisfaction. * * * * * The greater number of these schools earned a satisfactory report from the inspecting officer who examined them during the year. The lower primary schools of my districts have also filled their humbler rôle in a generally satisfactory manner. I described in my last year's report the high estimation in which what used to be called our 'superior' vernacular schools (that is the schools which teach up to the highest vernacular standard, viz., the sixth or second class public service certificate examination test) are generally held. They are the best manned and equipped of all our vernacular schools, and I believe really give an effective and useful education to their pupils. The Head-masters are generally men of experience and of some weight in the community, and are often possessed of considerable culture and character though they do not know English."

Regarding the classes and castes of the pupils Mr. Kirkham writes:— Castes of pupils.

"The figures in paragraphs 28 and 40 of this report show that the majority of the boys attending our primary schools are children of cess-payers and agriculturists, that is of the people who contribute the cess which supports the schools and the people for whose benefit they are specially intended. The steady rise in the number of cess-payers and agriculturists also indicates an increasing desire on the part of these people to avail themselves of the advantages of the education which their own Local Board schools place within their reach. As usual the so-called 'Low castes' such as Mahárs, Mángs, Dheds, Chámbhárs, &c., and the aboriginal hill-tribes (such as Warlis, Kolis, Bhils, Thákurs, and Kátkaris) make a very poor appearance in the statistical tables. The various Deputy Inspectors, I believe, do their best to bring these classes under education. Every possible facility which remission of fees, free supply of books, slates and pencils, presents in the shape of clothes, convenient accommodation, &c., can supply, is afforded them by way of encouragement, but except in rare cases the results are insignificant. With these castes also the question has arisen whether special classes and schools are more advisable than the resorting to the common schools. There can be no doubt that the use of the common schools is the thing to aim at and to popularize, but where this is at present unattainable special schools or classes are better than nothing. They should, however, be recognized as transitional and temporary and to be dispensed with as soon as possible. In the Poona District one new school for low caste boys was opened during the year and there are now 4 separate schools and 32 small classes

attached to Vernacular Schools containing in all about 398 boys. There are a few schools in the Khed Táluka for Kolis and other hill-tribes with 28 children on the rolls.

Low caste education.

"During the year under report a low caste school at Sholápur was opened for the first time. In Ratnágiri there are two low caste classes at Harnai and Málwan. Some low caste boys also attend the ordinary schools at Khad, Dábhol, Dápoli and Chiplún, the total number thus amounting to 57. In Thána there are two low caste schools in a state of fair efficiency with 92 scholars on the rolls. About 68 boys of low castes also attend the ordinary Vernacular Schools. Three schools in this Collectorate, 1 in Máhím and 2 in Karjat are opened expressly for wild tribes. In the Kolába Collectorate there are two schools for boys of low castes at Panvel and Mahád, the latter being however now in a declining condition owing to the death of a good master who was himself a Chámbhár. Besides this about 11 children of Kátkaris attend the ordinary Vernacular Schools in this Collectorate."

Importance of good hand-writing.

Particular attention is paid in our primary schools to good hand-writing, and Mr. Kirkham remarks :—

"As in village schools in England the writer of a good hand is appreciated in the village homes and the master who can teach Modi well becomes popular. The reading of Modi manuscript as is well-known requires practice to acquire. In all our Modi scoools the permission accorded by Government to borrow manuscripts from the Mámlatdárs' Kacheris is largely taken advantage of; and proficiency in this branch is very common. The general results of the examination of this class of schools are reported to be very satisfactory. In Thána and Kolába special measures have been tried at the instance of the Deputy Inspector to excite competition between the schools in the matter of Modi hand-writing, and with excellent results. Exhibitions of the Modi copies from all Government schools were held at Thána and Alibág, and prizes of turbans and scarfs were awarded to the best writers whose names and schools were circulated to all the schools in the two districts."

Value of School-committees.

As regards help received from School-committees Mr. Kirkham writes :—

"I regret that I cannot much modify the report I made last year. Here and there, as in the case of the Committee of the Sátára Girls' School, they show good sense and are of service; but as a general rule they do nothing except when they interfere to do harm. I am in hopes that under the new system the Táluka Boards will thoroughly revise the Committee lists of all our schools and only retain the names of men willing and competent to do the work of general supervision required of them. Mr. East's trenchant remarks on the committees of the Poona District in his letter appended to paragraph 28 of this report will attract your notice."

Primary Schools under private management.

Regarding aided and unaided schools, in which latter division Mr. Kirkham includes the Native State Schools, the Inspector writes :—

"The 129 aided schools of the division consist of 22 Mission schools and 107 schools under Native Managers (including 96 indigenous schools). The 34 unaided schools consist of 6 inspected schools (4 in Bombay and 2 in the Sholápur Collectorate), and 28 public schools under private management (6 in Poona, 17 in Sholápur, 1 in Sátára, 2 in Kolába and 2 in the Island of Bombay). * * * * *

The results of examination show a considerable improvement over those of the last year. The numbers presented and passed under each standard and the percentage of passes, 42 per cent. for aided and 55 per cent. for inspected schools under all heads, are higher than those of last year. Of the 100 aided schools examined 80 are indigenous schools. * * * Of the remaining 20 schools 17 were examined by me with the assistance of the Bombay Deputies and 3 by Mr. Jacob. The results of their examination compare favourably with those of last year. Of the 148 inspected schools examined, 148 belong to Native States. The results of their examination are on the whole satisfactory, showing a rise of 4 per cent. in the number of passes under all heads."

61. **Inspector's Report for North-Eastern Division—Primary Schools.**—Mr. Sahasrabudhe gives the following statistics and account of the Government and cess schools for primary education in his Division:—

"The actual gain and loss in the number of Government schools and scholars including night-schools in the year 1884-85 are thus locally distributed :—

Collectorate.	Number of Schools.	Actual Increase or Decrease.	Number of Scholars.	Actual Increase or Decrease.
Khándesh	385	1	21,681	448
Ahmednagar	227	1	11,228	—250
Násik	242	—9	12,102	—314
Total ...	854	—7	45,011	—116

* * * * * * *

Progress of the various districts.

"In Ahmednagar the decrease in the number of scholars was owing, as is explained by the Deputy Inspector, to a variety of causes, such as an unusually large number of marriages and thread ceremonies, field operations, prospects of the crops, &c. Among a number of between 12 and 13 thousand pupils the fluctuation of a few hundred at intervals is not unusual. The financial condition of all the three districts being very bad, no new schools could be added to the existing number. In Násik the decrease of 9 in the number of schools was simply owing to this low state of funds. It was neither the apathy or indifference of the villagers, nor locusts, cholera or any other epidemic that affected the progress. For want of funds only no further responsibilities could be incurred by opening new schools when it was found difficult to bear the existing ones."

Quality of primary instruction.

Regarding the results of examination the Inspector writes :—

"Of the 31,866 pupils in average attendance at these schools during the year 23,893 were examined, of whom 13,040 or 54 per cent. passed in all the subjects. Last year this percentage was 52. In the Ahmednagar and Násik Districts the percentages are almost the same as that of the last year. But in Khándesh the percentage has risen from 56 to 61. The percentage of pupils examined to those in average attendance has risen very high. It is 75 against 69 of the last year. This rise in the percentage is an index of the diminution in the number of pupils in the preparatory classes. In 1883 when the results of inspection of a past few years were minutely examined and statistics taken it was observed that boys below standards were generally throughout neglected. In order to improve this bad state of things schools were supplied with arithmeticons, form boxes, colour charts and wall pictures. The Head-masters of schools were directed to devote their special attention to the children of the lowest and the preparatory classes, teaching them the Ujalni Tables and the simple sums with the aid of the arithmeticons; acquainting them with forms of objects matching them with the wooden ones in the form boxes; making them familiar with principal colours and their distinctions; giving them object lessons once or twice a week on some familiar object or one represented by the wall picture; and relating to them interesting stories of great men and warriors; in fact to endeavour by every means to develope the mental faculties of children by affording them a free scope for expansion. At the same time the heavy weight of Ujalni was lightened by distributing it over a course of three years. * * *
All these efforts from all sides have had a considerable effect in ameliorating the condition of little children and improving the general tone and character of the school."

Low caste education.

The experience of the Inspector disproves the wild assertion that low castes do not require education. Mr. Sahasrabudhe reports :—

"Of the education of low castes in general Mr. Goré further on writes: 'The Máhárs as a rule appear to possess a great desire to educate their children, and the gradual increase of free schools is an index of this. The regeneration of this degenerated portion of the human race has already commenced, and I am inclined to say that every endeavour ought to be made to complete it.' The total number of children at school of the lowest castes was 1,768* as against 1,560 of the preceding year. The total number of aided schools of this class was 60 against 37 of the last year and they are attended by 484 pupils. Of the children of aboriginal and hill-tribes there were 694† under instruction in schools of all grades or 14 more than at the end of the last year. It is also satisfactory to note that the Bhil school at Dhadgaon in the heart of the Sátpura range is doing very well, and is attended by 46 pupils."

Effective demand for new schools.

That in this as well as other more favoured divisions the extension of primary education is merely a matter of funds is proved by the following Table which gives the number of applications presented by cess-payers for schools in their villages :—

Sub-Division.	Number of applications to Inspecting Officers.	Number presented by Táluka Committees.	Number granted in the current year.
North-East Division.			
Khándesh	60	2	33
Ahmednagar	6	14	10
Násik	.....	20	11
Total ...	66	36	54

* Excluding 245 children in the unaided primary schools.
† Excluding 54 children in the unaided primary schools.

Value of School-committees.

Mr. Sahasrabudhe gives a better account of the School-committees than Mr. Kirkham was able to give:—

"School-Committees have been doing useful work ever since they were established. In the beginning, it was doubted if they would be of the much use in the general educational machinery; but from an experience of the past five or six years it has been amply proved that the institution has been much helpful to the department in a variety of ways in keeping up the attendance, in collecting fees and subscriptions, framing plans and estimates of new school buildings and special repairs, and generally in keeping always prominently before the village mind the school and its interests. In a few individual cases the School-committees have proved obnoxious to the school-masters as well as the interests of the school on account of party feuds, but generally they have been of great use in furthering the cause of education."

Aided institutions.

Regarding the aided schools the Acting Inspector writes:—

"These institutions are of two classes, those managed by the Missionary Societies and aided from Provincial Funds, and the indigenous Bázár Schools aided up to lately from Local Funds. The former show an increase of 19 schools and 405 scholars and the latter of 28 schools and as many as 729 scholars. This enormous increase in the number of schools and scholars is due to the great efforts made last year to evoke and encourage private enterprise: and I am, indeed, very glad to say that these efforts have proved eminently successful in Ahmednagar and Násik, and no less than 16 indigenous schools in the former and 11 in the latter district were registered during the year. The Khándesh District only has remained backward in this point, but great hopes are entertained that ere long that district will also advance and keep pace with other districts."

Unaided schools.

I commented on the omission of any unaided schools from the tabular statement already given, and I am glad therefore to reproduce the following remarks from the Inspector's report:—

"The Mámlatdárs of different tálukas in the districts have been good enough to collect statistics about this class of schools. A comparison of the statements for the two years shows that at the end of 1884-85 there was a very large increase of 30 schools and 1,022 scholars, the total number of schools now returned being 232 and the attendance 4,895. Of these 232 schools, 214 are primary, 5 secondary, and 13 higher schools teaching Arabic or Persian."

Progress in the various Districts or States.

62. **Inspector's Report for Northern Division—Primary Schools.**—Mr. Giles observes that the increase in his Division in the attendance of boys at primary schools, namely of 68 schools and 5,403 pupils, is mainly due to the Native States. The Table given in paragraph 56 will have shown the facts. He then explains the want of expansion in the cess-schools as follows:—

"The main reason is that any such expansion is precluded by want of funds. There is, however, this year a special additional cause which has seriously affected two at least of our districts and which therefore requires explanation. Just before I left India in 1883, I circulated to each District Local Board a letter on the subject of free admissions and fees in Local Board schools, the object of which was to regulate, as far as possible, the payment of fees by the capacity of the children's parents and the general circumstances of the people. Thus, while I advocated high fees and a small percentage of free studentships in prosperous villages and towns, I also proposed to allow great liberty to the Local Bodies in places where the people were poor or backward in civilization. A copy of my letter was forwarded to you with this office No. 11, dated April 3rd, 1884. My suggestions were generally accepted by the District Boards before whom they were discussed by the Acting Educational Inspector; but the Boards did not as a rule pass any definite resolutions on the matter, and contented themselves with accepting my proposals. This would have been sufficient, if the Acting Educational Inspector had proceeded to avail himself of the sanction thus obtained to apply the new rules according to the circumstances of each district. I regret, however, to state that my letter appears to have been totally misunderstood by my *locum tenens*, who applied its most stringent provisions to all districts alike. Thus in the Panch Mahâls, a peculiarly backward district, in parts of which there had been no limit to the free admissions, a hard-and-fast rule of 15 per cent. was suddenly applied, while higher fee-rates were simultaneously demanded. The matter will be further alluded to in commenting on the Panch Mahâls especially. It is enough to say here that a serious check was for the time given to rural education in this district. The rules also affected the Broach division seriously as will be shown below."

Aided schools.

Mr. Giles gives a brief notice of aided schools:—

"Lower class boys' schools in British districts show an increase of 2 schools, and 145 pupils. The two new schools have been opened in Ahmedabad and Surat which districts also supply the increase in pupils. The one school in Kaira shows a slight falling off in numbers as does that in Broach."

Native State schools.

Under the heading of "Inspected" schools Mr. Giles writes as follows in regard to Native States:—

"There is a general and most satisfactory increase throughout the Native States of the division, the total figures being as follows: 975 schools and 58,159 scholars against 925 schools and 53,701 scholars last year. Of this increase Káthiáwár, as usual, takes the lion's share, the increase there being 21 schools and 2,523 pupils. Of the four Prántş the Hálár and Jhálávád Práuts continue to show an increase. The other two have more than made up the decreases of the previous year. The Assistant Educational Inspector for Káthiáwár has not made very full remarks as to the causes of prosperity, but it may be taken that a fair harvest and tolerably healthy season have had their influence, while the liberality of the States in opening new schools continues unabated. In the Mahi Kántha and Pálanpur Divisions there are 17 more schools and 467 pupils, the greater part of this increase however belonging to the Mahi Kántha. The Deputy Educational Inspector also reports that in the Mahi Kántha the average daily attendance improved, while in Pálanpur it remained as before. The Rewa Kántha Agency shows an increase of 4 schools and 415 pupils. The average attendance also increased and the figure is about 75 per cent. on the average roll number. With the appointment of Major Stace as Joint Administrator in Nándod, a considerable impetus was given to education in that State, the effect of which will no doubt be seen next year. The Surat Agency schools show improved figures and there is a considerable increase in the attendance in schools in Cutch."

Regarding School-committees Mr. Giles observes :— Value of School-committees

"I incline to the opinion held by Mr. Jacob that in the villages they are yearly becoming more appreciative of, and equal to, the simple duties assigned to them, and that their agency is becoming more and more valuable and reliable. As regards the committees in towns or large Kasbás, I rarely find that they take any interest or pay any visits to the schools. There are of course notable exceptions as in the case of Mr. Bechardás Veháridás of Nadiád, but usually the great men who sit on committees in the larger towns are too busy or too lazy to visit the schools. In the individual and separate life of a town also, the school does not become an object of general interest as it does in a village. Of course there are many cases in which a village committee is careless and indifferent, or worse, where it combines with the master to conceal his breaches of discipline; but I do not think that this is the rule, and I do believe that with time the village committees will become thoroughly useful agencies."

On a subject to which Mr. Sahasrabudhe drew attention, Mr. Giles writes :— Infant classes

"I have read with interest the circulars issued by Mr. Jacob which are appended to the report and the special object of which is to vary and render more intelligent the education given in the lowest classes of our schools. On this point I would remark that the form and colour boxes and arithmeticons, which are now beginning to be generally used in other divisions, have for years been in use in this division. It has been my constant care to see that they really are used and not merely kept in the school, and though I too often find dust lying thick on the arithmeticon, yet I also often find that it and the form and colour box are well used and are an object of interest to the babies of the school. In the last school I visited, the intelligent appreciation of the Ankaválás of the varieties of the shapes in the form box and their laughter over the mistakes made were most gratifying to see and made me feel that in that school at least the little ones of 5 and 6 years old did not find all education a drudgery. I have also on many occasions urged on the masters the advantage of some simple drill for the infants. Extension motions accompanied by clapping of the hands and simple rhymes sung together can often be practised, if not in the school in the verandah or under the shade of a tree outside."

Regarding examination results Mr. Giles writes :— Quality of primary education in British Districts.

"In British districts 37,604 boys were examined under the standards, of whom 22,239 passed in all heads. The corresponding figures for 1883-84 were 36,724 and 21,035. The percentage of those passed has risen from 57 to 59. A reference to the similar Table for 1883-84 printed at page 66 of the annual report will show that in every standard more boys passed than in last year, a fact which I think shows clearly that the year has been one of progress and of real improvement. The percentage of success which fell off last year has been again raised and the figure of 1882-83 surpassed. I would also point to the large number of boys who pass in the highest standards, which compares most favourably with that of all other divisions. This will appear from a comparison of the figures for each division taken from the report for last year as follows :—

Division.	Number of Scholars examined.	Passed in all Heads.	Passed in Standard V.	Passed in Standard VI.	Percentage passed in the highest Standard.
Central Division	37,979	19,255	930	154	5·
North-East Division	21,796	11,396	344	95	3·9
Southern do.	29,891	18,066	733	263	5·1
Northern do.	36,724	21,035	1,035	480	7·

"From this Table it will be seen that more boys pass in the highest standards in this division than in any other, and that while the percentage of these to those passed in all heads is about the same in the Central and Southern Divisions, in Gujarát 2 per cent. more pass. For the current year the corresponding figure has risen to 8 per cent. for this division. As regards individual districts, Kaira passes most boys in the two highest standards, Ahmedabad comes next, then Broach, Surat and the Panch Mahâls. The districts however which obtain the highest percentage of passes to boys examined in all standards, are Broach and Surat. I do not gather that instruction was most efficient in them, but rather that the number of children sent up for examination was comparatively smaller. With reference to this I attach a Table as usual which shows that Broach and Surat did not send up so many comparatively for examination as Kaira and Ahmedabad :—

Table showing Examination Results.

Name of Zilla.	Number on Rolls.	Percentage of Number Presented to Number on Rolls.	Percentage of Number Passed to Presented.
Surat	17,350	54·	63·
Broach...	12,716	54·	65·
Kaira	16,758	66·	54·
Ahmedabad	13,838	60·	59·
Panch Mahâls	4,070	49·	50·

Quality of instruction in Native State Schools.

"I would call special attention to the figures in the Table for inspected schools which from 944 schools presented 34,994 boys for examination, of whom not less than 22,076 passed in all heads, while the number who passed in the two highest standards rose from 1,210 to 1,543. Applying the same test to the schools in Native States that I have just done to those in British districts the following is the result :—

Inspected Schools.	Number examined.	Passed in all Heads.	Passed in Standard V.	Passed in Standard VI.	Percentage Passed in Standards V. and VI. to Examined.
Native States	34,994	22,076	1,097	446	7 almost.

"It will be thus seen that the schools in Native States are under the test now almost on an equality with those in British districts of the Northern Division, and that they have gone ahead of Government schools elsewhere.

"The figures for the whole Division appear to me to be most satisfactory, 73,892 boys were examined under standards, of whom 44,935 or 61 per cent. passed in all heads, and of these nearly 1,000 passed in Standard VI., the highest possible standard of the vernacular school course."

63. **Inspector's Report for Southern Division—Primary Schools.**—The Inspector, Mr. Patwardhan, disappoints curiosity alike with the matters which he has omitted to notice and with those upon which he has touched. The extraordinary advance made by the Southern Division might have been supposed likely to strike the attention of an officer, who has only lately joined the appointment. But it remains unnoticed, as well as the important subject of private enterprise. It might thus be inferred that the blank entry under "unaided institutions" in the Table given in paragraph 56 accurately represented the educational self-help of the Southern Division with its population of 2,807,254 persons, and with the remarkable social movement that is going on amongst the Lingáyats. Mr. Patwardhan's remarks on the statements he sends in are as follows :—

Progress of primary education in British Districts.

"During the year under report the number of large schools (*i.e.*, schools with more than 300 scholars in each) in the Southern Division was 10 against 9 in 1883-84. They are at Hubli, Bankápur, Kalghatgi, Savadatti, Haliyál, Kumpta, Ankola, Sirsi and Honávar. The last five of the abovementioned primary schools in Kánara have considerably improved during the year under report, both in point of attendance and efficiency. The schools at Haliyál and Sirsi have more than 400 boys on rolls. During the year under report

cholera prevailed in almost all the districts, and there was also scarcity of water in the Dhárwár District and a bad season in Bijápur. Notwithstanding these adverse circumstances, primary schools (Boys') have, I am glad to say, shown a very satisfactory progress both in point of attendance and efficiency. I beg to give below extracts from my Deputies' reports about these schools."

Mr. Patwardhan gives no information about the several matters discussed by the Inspectors of the other Divisions, but as he only joined the Division in April he may have found it impossible to make himself better acquainted with his district in the few months preceding the submission of his report.

64. **Inspector's Report for Sind—Primary Schools.**—Mr. Hart-Davies reports on the operations of the year as follows :—

Progress of primary Education

"*Day Schools.*—The increase under this head is 33 schools with 904 scholars to which Local and Municipal Board Schools alone contributed as much as 27 schools with 700 scholars. It is satisfactory to observe that primary education has made rapid progress within the last few years. In 1875, *i.e.*, ten years ago, the attendance of boys at primary schools was 12,760, whereas now it is 19,262 or 6,502 more than in 1875. A great portion of this increase is due to the efforts on the part of District Officers. There remains still much to be done in this direction for which we may look to the Local Boards that have now come into existence.

Transfer of Municipal Schools.

"The question of the Municipalities taking over schools has at last been decided and the Municipal bodies are now assuming the control of schools within their areas. At the end of the year under report there was nothing arrived at on the subject; so that all schools have been treated in this report as Local Board schools. The three large Municipalities of Karáchi, Hyderabad and Shikárpur have expressed their intention to take up the schools; indeed, Karáchi has actually taken over schools within its area, and the Municipality of Sukkur will also take over schools on the same lines and conditions as other Municipalities have done, by which arrangement the Municipality will profit. On all these matters I will submit a special report. With the smaller Municipalities I am still in correspondence, and I hope the matter will soon be settled between them and this department.

Results of Examination.

"The percentage of passed to presented from boys' primary schools has this year decreased by five figures. All other districts have this year gained in this way, while Hyderabad and Thar and Párkar both have lost. The Deputy Educational Inspector attributes the falling off to change in Deputy Inspectors, and, indeed in the latter part of his career poor Mr. Pribdás did not do much. But it may be partly owing to the fact that hot weather inspection is difficult and also to the backwardness of the district owing to the absence of a railway or any considerable traffic.

Aided primary schools.

"The aided schools remain nearly the same as before, only that there is a slight increase in their number and the attendance. The results of examination of these schools are as good as those of the previous year."

Table showing results of Examination of primary schools.

65. **Examination Results for the Presidency—Primary Schools.**—I append to these extracts taken from the Inspectors' reports a general Table showing the results of examination of primary schools in each division. I have been obliged to combine the heterogeneous classes of unaided and Native State schools, as the Inspectors have grouped the combined results under one head. But for the various divisions the Table will show not merely the different degrees of work which devolve on the inspecting staff in each division, but also the general quality of primary education as shown by the results of Examination :—

Table showing the Results of Examination of Primary Schools.

	Schools	Scholars	Number passed in all Heads							
	Number of examined	Number of examined.	Standard I.	Standard II.	Standard III	Standard IV.	Standard V.	Standard VI.	Total.	Percentage.
Maintained by Local Boards.										
Central Division ...	1,081	41,240	7,484	5,729	4,154	2,587	1,024	205	21,183	51
North-East Division	852	23,893	5,274	3,587	2,403	1,260	418	98	13,040	54
Northern do.	885	37,604	8,238	5,768	3,741	2,626	1,347	519	22,239	59
Southern do.	832	29,707	7,548	5,135	3,491	1,506	914	291	19,185	64
Sind	254	9,825	2,137	1,759	1,321	938	461	187	6,803	69
Total	3,904	142,269	30,681	21,078	15,110	9,217	4,164	1,300	82,450	58

	Number of Schools examined.	Number of Scholars examined	Numbers passed in all Heads.							Percentage.
			Standard I.	Standard II.	Standard III	Standard IV.	Standard V.	Standard VI.	Total.	
Aided by the Department.										
Central Division	100	3,191	574	444	202	113	3	...	1,336	42
North-East do	82	950	175	123	80	24	...	...	402	42
Northern do.	32	1,294	307	169	73	61	8	...	620	48
Southern do.	147	1,640	471	319	169	56	24	..	1,039	63
Sind	47	1,602	343	233	221	194	28	27	1,046	65
Total ...	408	8,677	1,872	1,288	745	448	63	27	4,443	51
Unaided and Native States.										
Central Division ...	148	3,925	873	578	424	204	94	2	2,175	55
North-East do.	...	...	...	..	...	...	...	..	...	...
Northern do.	944	34,994	9,093	5,586	3,615	2,239	1,097	446	22,076	63
Southern do.	317	9,241	1,937	1,428	929	562	247	8	5,111	54
Sind	...	...	...	...	...	...	...	...	...	..
Total ...	1,409	48,260	11,903	7,592	4,968	3,005	1,438	456	29,362	61
Grand Total ...	5,721	199,206	44,456	30,858	20,823	12,670	5,665	1,783	116,255	58

66. **Night Schools.**—The night schools have been included above under middle class and primary boys' schools. There are now 189 schools with 5,587 scholars, the result of the year being an increase of 10 schools and 576 scholars.

Night Schools in the Central Division.

In the Central Division there were 17 schools with 611 scholars, showing an additional night school in the Sholápur District, but a decrease of 21 pupils under instruction. The demand varies in different districts, being more active in Sátára than the department can supply. In Bombay City also want of funds alone checks their increase. Mr. Kirkham remarks :—

"The two schools opened last year under the Gujaráthi Deputy Inspector in Bombay have been exceedingly successful and appear likely to spread the taste for evening instruction in the Artizan Class. Of the room and need for more schools of this kind in a city like Bombay, especially in the localities where the labourers and artizans live, there can be no doubt; but owing to want of funds I have had to leave the opening very much to be attended to by benevolent and private agencies. It is somewhat singular that no demand for night schools has yet been felt or at any rate expressed in either of the districts of Kolába or Ratnágiri. The six hundred odd scholars in my night schools belong to the classes for whose benefit they are intended, namely cultivators, cow-herds, artizans and day-labourers, who for one reason and another have allowed their boyhood to slip by without acquiring the elements of learning. The state of attendance in the schools is fair. Except the new school in the Sholápur Collectorate, opened in March last, all the schools were examined during the year and found in a satisfactory state of efficiency."

Night Schools in the North-Eastern Division.

In the North-Eastern Division there were 30 schools with 959 pupils. In Ahmednagar there was an increase of 94 and elsewhere a decrease of 124 under instruction. Mr. Sahasrabudhe remarks :—

"No schools are more subject to fluctuations than this class of schools. They are chiefly attended by adult day-labourers who can hardly be expected to attend them regularly. During the harvest season the schools are almost empty; but when there is cessation of work they are more or less full. They can therefore more properly be called season schools. Though there are as many as 30 schools in the division a few of them only can be said to be in a pretty good condition. It is not that the desire for such schools does not at all exist on the part of those for whom these schools are intended, but that desire is of a temporary nature, and as soon as the novelty of the thing begins to wear away it also bids fare with it. It is, however, but quite natural that after a day's hard physical labour the mind should repel an attempt calculated to lay a heavy strain upon it at night. The school-work, therefore, is interesting only at the beginning. And hence the older the school grows in existence, the feebler is the attendance in proportion. Sometimes these schools are applied for by villagers who are put up by the Vernacular School-masters, who want to add thereby three or four rupees to their already scanty monthly income; sometimes people want them simply to satisfy their curiosity. In a few instances only they are required from a real desire of learning."

In the Northern Division there is an increase of 13 schools and 415 pupils, the numbers being 89 and 1,926 respectively against 76 and 1,511 in the previous year. Mr. Giles seems to share Mr. Sahasrabudhe's apprehensions about the success of these institutions. He writes :— Night schools in the Northern Division.

"As regards British districts an increase is shown in the districts of Broach and the Panch Mahals only. Neither of the Deputies speak very hopefully of these schools even in these Divisions. The Broach Deputy calls the night school an 'exotic institution;' but I am not quite sure on what grounds it should be so described. The Deputy of the Panch Mahals expresses his disappointment at the fluctuating attendance in the schools. Boys come for a few months and then leave, and are replaced by other temporary pupils. We have now tried regular establishments for these schools, also a system of lump rewards to the masters. In this division I have endeavoured to make the system of examination as simple as possible, but I cannot say that the night schools are either popular or efficient. I concur generally in Mr. Jacob's remarks at page 70 of the report for 1883-84, but I think some limit of age should be imposed, as that very young boys who might attend a day school should not crowd into the night school instead. To allow parents to choose between a day and night school for boys of 8 or 9 would be to offer them the choice of a fairly thorough, or very indefinite, education for their children. On the other hand, if boys were not allowed to attend till they were at least 12 years of age, I should then advocate perfect freedom of choice. Such boys would be presumably earning wages in the day and would be fit material for a night school. I thoroughly agree in the remark that the teachers are underpaid, but here, as usual, the financial difficulty meets us, for I hold it better to maintain the certainty of a good day school than the chance of a successful night school."

In the Southern Division there were only 2 night schools with 86 scholars in British Districts and 26 schools with 1,075 scholars in Native States. The Inspector, Mr. Patwardhan, gives the following information regarding the night classes attached to day schools :— Night schools in the Southern Division.

"These classes, though still for night schools fluctuating as mentioned in my last report, are very useful for working people and others who cannot attend day schools. Up to this time the teachers in charge of these classes could not be sufficiently remunerated for want of funds. But now the municipalities having taken charge of their primary schools, a portion of Local Funds spent on municipal schools is set free, and I shall see what I can do to improve the status of these classes during the current year."

In Sind there were 18 night schools with 542 scholars, exhibiting a net increase of one school and a net decrease of 38 scholars. Mr. Hart-Davies remarks :— Night schools in Sind.

"The decrease is almost entirely due to the Hyderabad Collectorate, Upper Sind Frontier District also supplementing it. The instruction given in these schools is up to the fourth vernacular standard, and that also chiefly in reading, writing and elementary arithmetic. The progress of the pupils this year appears to be far better than what it was in the previous year, as the percentage of passed boys has increased from 7 to 33. This shows that the night schools have all progressed very fairly."

Generally on the whole subject of night schools, I have to observe that I believe that a fair and genuine demand for them exists in the large cities. Some societies have devoted themselves to this work in Bombay, and I hope that future reports will contain an account of their success. In Thána there is an aided night school with 52 pupils, and in Bombay there are 4 with 287 scholars. In the rural tracts I confess that I feel some doubts about the Board schools, as the masters are certainly interested in augmenting their salaries. I believe that the best course would be to entrust this class of school entirely to private agency, giving liberal rewards for results, and permitting Government or Board school-masters to undertake work in them. Wherever there is the slightest danger of fraud or sham, private enterprise is a better agent for education than the State can expect to be. Night schools might be left to private enterprise.

67. **Indigenous Schools.**—This long Chapter on educational results, in which I have endeavoured to sift most of the figures given in Chapter II., ought to close with an interesting account of the indigenous schools. Government might expect to learn in this Section what was the strength of the system of schools provided by the people themselves for the elementary education of their children ; how far these schools followed the traditional methods of education inherited from days anterior to British rule ; how many of the country schools had crossed over the line of aid which marks connection with the Department : and how many were outside that pale either rejecting assistance or waiting for it. Lastly, the effect as regards course of study produced by our system on the Position of indigenous schools not recognised.

outer circle ought to be made clear. Mr. Peile, several years ago, helped the indigenous system by an arrangement of standards which enabled the unaided village school-master to prepare his infant classes for the cess-school. Has any progress been made in this direction? For instance, as our high schools are fed by the middle schools and the middle schools by the primary schools, so the town primary schools, which teach a superior elementary course, might be fed by the indigenous schools. All that is required is an agreement between the department and the indigenous masters as to the course of study. Even, without aid, the indigenous school-master would benefit by the withdrawal of the Board schools from the instruction of infant classes, and he might therefore agree as to the subjects of instruction. I have noticed in the last paragraph on primary education the special efforts made to secure attention to the small children at the cess-schools. These efforts might be spared, if the indigenous masters would prepare the lower classes for the higher standards. Hence it seems to me that the indigenous system is capable of being made of practical value, and the first step to utilising it is to lay the full facts before Government. What Government require to learn is the full strength of the indigenous primary schools, showing which are aided, which are willing to receive aid, and which are pursuing their own course. This information has never yet been presented to Government in this part of the Report, and the Inspectors' returns do not enable me to supply the omission. I hope, however, that the Municipal Boards will turn their attention to the value of the indigenous schools, as filling up, at a cheap rate, part of that provision which they are required by law to make for primary education.

Limited scope of the present section.

I fully recognise the great variety of indigenous schools. The mosque schools are difficult of approach, as Mr. Kirkham's remarks will show. But the first step towards overcoming difficulties is to know the facts. Government have observed, in columns 15 and 16 of the Table given in paragraph 13, that 3,219 schools and 70,719 scholars remain unrecognised by the Department. The great bulk of these schools are what are called in Bombay indigenous, and many of them might be shown as public institutions as they are in the reports of other Presidencies. One reason for not doing so is creditable to the Bombay Department which prefers to make no show of figures, and to claim nothing as connected with it, for the character of which it cannot vouch. On the other hand, it is advantageous to be *en évidence*, and indigenous schools would be more likely to be assimilated by the department if they were to assert their existence in the annual report For the present year, I can only follow past practice, and confine my remarks to that part of the "indigenous" system which is already aided by public funds. In short, the figures I have to sift are those given in the Tables in paragraph 12, where 310 indigenous schools contribute 7,791 to the average daily attendance of 306,290 children which this report has step by step analysed. Some account has, therefore, already been given of these aided indigenous schools under the heading of primary education. One of the indigenous schools is a girls' school with 23 girls, and the rest, 309, are boys' schools with 10,576 pupils on the rolls, showing the satisfactory increase of 138 schools with 4,226 scholars. According to Divisions the 310 schools are thus distributed: 91 in the Central Division with 4,113 boys; 36 in the North-Eastern Division with 1,017 boys; 18 only in the Northern Division with 1,239 boys, besides one girls' school with 23 girls; 137 in the Southern Division with 3,492 boys; and 27 in Sind with 715 boys. The use made of the schools in the Southern Division offers a contrast to the omission of them from the returns of the populous Northern Division.

Indigenous schools in Central Division.

Mr. Kirkham attributes the increase of 55 schools and 1,940 scholars to the direct influence of Part III. of the revised Grant-in-aid Code. In the Central Division the Inspector gives 96 "indigenous" schools in his list with 4,452 scholars, but of these one in Thána was a night school and four in Bombay were night schools, which are excluded from the figures given above. Mr. Kirkham writes as follows regarding the 96 schools thus calculated:—

"Of the 22 schools in Poona two are Mahomedan schools situated in the Aditwár and Vetál Peths now adopted by the Anjuman Togwiyat Islam, Poona, and were registered by that body at my suggestion; and two in the Butler's Mohala, Poona, belong to the S. P. G. Mission. Three of these four schools are reported to be in a satisfactory state, both as regards attendance and efficiency. Of the remaining 18 schools 14 are in the city of Poona and 4 in the district. A larger allotment of district funds for aided indigenous schools will I hope be possible next year. The attendance in these schools is fairly satisfactory. The pupils

are mostly of the Bráhmanical and trading castes, cultivators and artizans. They are all elementary schools and do not teach anything higher than Bálbodha and Modi reading and writing, mental arithmetic, with a little grammar and geography. All the 18 schools were examined during the year and the results of their examination show that the schools have improved in efficiency under the supervision of the Deputy Inspector. One school in Poona attempted to present pupils under Standard IV., but none passed. One of the three schools in Sholápur is low caste and belongs to the American Mission of the place. It numbered 15 pupils on its rolls at the end of the year, was examined under the unrevised Part III. of the Grant-in-aid Rules and was awarded a grant of Rs. 10. The remaining two schools are in the districts, one of them, viz. that at Pandharpur, being reported to be in a satisfactory condition. Of the 9 schools in Sátára 3 are in municipal and 6 in rural areas. All the 9 schools were examined during the year and found to be doing well. Of the 10 schools in Ratnágiri three may be classed as upper primary and 7 (including one Hindustáni) as lower primary, but none of them teach strictly in accordance with our standards. The results of their examination are reported to be satisfactory. The 21 schools in Thána are, it will be seen, entirely new and the first fruits of a vigorous policy of encouragement to indigenous schools. Eight of them are upper primary and 13 (including one Hindustáni and one night) are lower primary. The majority of the pupils are Kunbis. The state of attendance in these schools and the results of examination are reported to be good. The district is reported to contain at least 200 indigenous Vernacular Schools, and now that a beginning has been made I see no reason why at least half of the number may not be brought under the influence of the department and placed in conditions favourable to improvement. The 14 schools in Kolába are also, it will be seen, entirely new. Two of them are situated within municipal limits and the rest in the rural districts. Seven of them are in places where there are no Government schools, 5 teach up to Vernacular Standard III. and 8 up to Standard II., the remaining one being a Musalmán school teaching the first Urdu standard. Six of the 14 schools were inspected during the year. In their examination 2 schools did excellently, 3 did well, and 1 did moderately. It is an instructive fact that all the Headmasters of these indigenous schools, save one, were educated in our own cess-schools and are repeating in their adventure schools the methods and principles learnt under the Government system. I regret to report that not a single Mahomedan school in the Kolába District would register itself for aid under Part III. All that we ask is that these Korán Schools should introduce some secular instruction however little, but all the schools addressed flatly refused to have anything to do with us. Turning now to Bombay, of the 12 schools under the Maráthi Deputy Inspector 3 are American Mission schools and the rest, including 5 day and 4 night schools, are common indigenous schools. Of the 3 Mission schools the one at Duncan Road showed but little progress, whilst that at Mhátárpákhádi for low caste boys had evidently had very up-hill work during the year. The school of the same Mission at Chinchpokli was also found in a stationary condition. The 5 day and the 4 night schools are doing fairly well. Of the 5 schools under the Gujaráthi Deputy Inspector 4 are classed as upper primary, and 1 as lower primary, and the results of their examination are reported to be satisfactory. I regret to report that there is not a single indigenous Mahomedan school in Bombay registered for aid. I brought the subject specially under the notice of the Anjuman-i-Islam in the month of February 1884, but though I see the Anjuman in its recent long memorial states 'that there would be no difficulty whatever' in inducing indigenous teachers to 'introduce reading and writing the vernacular, arithmetic, history and geography into their schools,' the Anjuman could only inform me 16 months after the date of my letter that they still had the subject under consideration. I forwarded to the Anjuman a list of 20 indigenous schools containing 1,375 scholars, and suggested that they should encourage some of them to introduce a little secular instruction and present them to the department for registration under Part III., but as just now stated nothing whatever of a practical kind has yet resulted."

Definition of indigenous Schools.

I have given Mr. Kirkham's account of the indigenous schools at full length, because it illustrates the Bombay view of the subject drawn by one of the most experienced of the Inspectors. I do not however agree with him in regarding the Mission schools in Sholápur or the native schools in Kolába as indigenous schools. Mr. Giles reproduces the same idea when he writes of the Northern Division :—

"Most of the schools in Kaira, where the increase is most marked, are new creations and not old established indigenous schools at all. There is a tendency to the growth of indigenous schools through the agency of employés of the department, assistants or others, who are fairly educated, and who hope in an indigenous school aided by a grant-in-aid to find a means of livelihood."

The Acting Inspector in the North-Eastern Division uses the same language. An indigenous school is in my opinion "one established or conducted by natives on native methods," and schools which have adopted our method and receive the aid of our trained masters are public primary schools which ought to be returned as such, whether unaided or aided. They will, I hope, be aided by the Boards, as the most economical way of diffusing elementary education. As the reports of the other Inspectors contain no fuller account than that given in the extract from Mr. Kirkham's report, and as they adopt a classification of indigenous schools which I venture to think misleading, I shall not add to the account of this class of schools given in the remarks offered above.

CHAPTER IV.

EDUCATION OF SPECIAL CLASSES.

Subject-matter

68. **Preface.**—This Chapter treats in separate sections of the measures taken for the education of Native Chiefs and persons of high social status, and of those taken for the education of Mahammadans. It deals also with the instruction given to the police and to persons in jail; and it concludes with some account of the progress made in the education of females, whose instruction still rests under special difficulties.

Rájkumár College in Káthiáwár.

69. **Education of young Chiefs.**—The Bombay Government was the earliest Government in India to recognise the importance of offering an education after European methods to the native aristocracy. Two years before the foundation-stone of the Government Boarding House at the Mayo College was laid at Ajmir in Rájputána, the report on the Rájkumár College in Káthiáwár, which had commenced work in January 1871, was written. That report contained the names of 12 students, of whom the Thákor of Bhávnagar was the most promising. The report for the year under review speaks of 33 students, among whom will be found the son of the same Mahárája of Bhávnagar, now one of the most enlightened rulers of Káthiáwár and the most liberal benefactor of his old college. The college is really a Native State institution under the efficient management of its first and present Principal, Mr. Chester Macnaghten, and is not examined by the Department. Its recruits are not exclusively drawn from Káthiáwár, but include contributions from the neighbouring States of Rájpipla, Cutch, and Sachin. Thus the benefits of the institution are diffused beyond the limits of the Peninsula. The course of education can best be understood by a perusal of the following extract from the Principal's report which deals with this subject:—

> "The first class has continued to read Elphinstone's History, Shakespear and Mrs. Fawcett's Political Economy: Arithmetic to stocks and shares, and Euclid and Algebra: and has also done, besides Gujaráti, a good deal of English composition and translation. * * * The English text-books of the second class are the fifth Royal Reader, Lethbridge's Moral Reader, and Morris' History of India. The last-named is not altogether a good book, but an easy and suitable History of India for native students has yet to be written. * * * The third class is composed of three promising boys, of whom Gigávála is especially deserving of praise. * * * The English text-books read in this class are the latter part of the Fourth Royal Reader and Ayrtoun's Lays. The fourth class is reading in English the first part of the Fourth Royal Reader and Edinburgh after Flodden. * * * Mr. Turkhad, the Vice-Principal, has lately compiled, with great care and trouble, a book of revenue tables (to be filled in and reckoned up by the students) in accordance with the system which mostly prevails in the Darbárs of Káthiáwár; and we believe that this book when published (it is now in the hands of the printer) will be of great use in our classes."

Most of the old college students fill honourable positions in the administration of their States, but one of them, after taking the B.A. degree of the Bombay University, has lately been called to the Bar, and has obtained a degree at Cambridge. The independent testimony of the Political Officers proves the solid advantage derived by the young Chiefs who have passed through the college; and the strong affection which former students possess for their *alma mater* is shown by their constant visits to it and their benefactions. Amongst the last must be mentioned the donation of Rs. 25,000 made by the Thákor of Gondal who has also founded an annual prize of Rs. 100, and the Fergusson gold medal founded by His Highness the Mahárája of Bhávnagar.

The Kolhápur Sardárs' Class.

The Sardárs' institution at Kolhápur does not flourish so well as the more prosperous institution just described. But it really has no separate existence, since it forms part of the composite Native State institution whose College and High School Departments have already been reviewed. It cannot but have suffered from the divided attention bestowed on it, and it may become a question whether its separation would not be desirable. It is hoped that the young Mahárája of Kolhápur may join the institution and thus give a stimulus to its development. Meanwhile it forms but a class of six students, all of whom, however, are very proficient. The Rájopádhye passed the Matriculation in December, and four of the students are being taught in the sixth departmental standard under the personal care of Mr. Candy, the Principal of the whole combined institution.

The Sardárs go through a regular course of physical and gymnastic exercise and are fond of riding and active games. When it is remembered that Kolhápur lies in the very centre of districts in which reside the nobility of the Southern Marátha Country, it becomes a matter for regret that the Rájkumár College in the north does not find its counterpart in the south of the Bombay Presidency.

Combination necessary to provide for the education of Chiefs in Gujarát.

The two institutions described are the strongest special institutions for the education of Chiefs in the Presidency, and it is to be regretted that the value of the Káthiáwár College is not more widely appreciated, while the Kolhápur institution loses from its connection with other classes of a different character. I am convinced that Political officers would do better for the young Chiefs, in whom they are interested, by sending them at once to the special college although it is away from home. I do not depreciate the influence of parents or of the political officers themselves, who naturally desire to watch the education of the young men in whom they are interested. But the accounts which I receive of the isolated and ineffectual efforts made to provide education nearer home are not encouraging. Thus in the Native States of Northern Gujarát the Thákors of Vádi send their children to the village school. Nine children of the Valavpur family attend the local school. The young Thákor of Kanjari learns under a special tutor. In almost all these cases the attendance is unfavourably reported on, and examinations are not passed. On the other hand, the son of the Rája of Rájpipla, sent late in life to the Rájkumár College, is said to have earned for himself the position of one of the most respected Kumvars in the College. In the Panch Maháls several of the sons of Thákors are attending local schools, but in the Ahmedabad District the larger Tálukdárs such as Koth, Gangad, and Gamph leave their children in ignorance. In the Native States of Mahi Kántha and Pálanpur there should be a promising opening for the education of the sons of petty Chiefs. The táluḳdári school at Sádra appears, however, to be in an unsatisfactory state. Putting all the various reports together, I find that the education of the sons of petty Chiefs in the Native States and in the British districts of Gujarát is in a very unsatisfactory state. Those who can afford to send their children to Rájkot should certainly be induced to do so, and, for the rest, I think that the time has come when the Political officers and the Governor's Agents, interested in the matter, should be directed by Government to take the subject into their serious consideration. The better families naturally look for some institution of a higher character than the village school; and, although their interest in education is very weak, the prospect of associating their children with others of a similar rank at a central school, provided with Boarding Houses under proper supervision, might induce the Tálukdárs, Thákors, and others to co-operate with Government in meeting a very real want. Railway communication has materially lightened the difficulties, and from Kaira and Broach several recruits might be drawn. I cannot help thinking that the Department has as yet failed to supply the educational wants of minors and young Chiefs of higher social status, and the result is disappointing, since it implies that little progress has been made since Mr. Peile discussed the matter in his report for 1870-71. It is in the Northern Division that the largest numbers of sons of the upper classes are to be found; and I would suggest that the attention of the local officers be specially drawn to the question of providing a central school. The Tálukdári School at Ahmedabad there was closed in the year 1878, but its place is likely to be supplied by the Tálukdári Girássia School at Wadhwán which promises to do good work. Mr. Giles has always shown great sympathy with the needs of the local Tálukdárs and Chiefs in his Division, and perhaps a conference of Political officers might suggest in what direction an advance might now be made.

No special measures required in the other divisions.

Elsewhere the education of Sardárs presents other difficulties. In Sind there is but one Native State, and the families of the Mirs are not numerous enough to justify the institution of a special school. In the Central Division the Treaty Jághirdárs are quite well enough off to provide suitable home education, and raise no objection to attendance at the Government High Schools. The sons of the Pant Pratinidhi and of the Mutálik of Kurar are doing well in the Sátára High School, and the Poona High School has several members of leading Deccan families. The Sar Desái of Wantmuri lately passed the Matriculation examination from Belgaum.

70. **The education of the Mahammadans.**—The number of Musalmáns attending schools of all classes furnishing returns to the Department has risen from 51,839 to 54,148. This includes boys and girls in Board or aided schools, as well as those who have entered the Government secondary institutions, and it embraces the figures supplied from the Native States as well as those which belong to British districts. On the other hand, it excludes the large attendance in mosque schools, which, having no connection with the Department, remain outside the sphere of the State system of education. The results of examination show generally an improvement in the work of the year.

Mahammadan complaints.

The past year, fruitful in many movements and inquiries, has witnessed a vigorous *discussion as to the alleged neglect of the Mahammadan community in this Presidency, in which the Secretary of the Anjuman-i-Islám, the Hon'ble Badrudin Tyabji, has taken the principal part; and although I am unable to recognize the validity of all that has been asserted, I cordially recognize the advantage of the public discussion thus excited. For many years the annual report has borne public testimony to the anxiety of Government to pay special attention to the wants of the Mahammadan community by devoting a distinct section to the subject. In the present report I have printed in Appendix K. several interesting and suggestive extracts from the reports of the Inspectors, and I propose here to gather up the main facts relative to Mahammadan education, the chief remedies provided in the year under review, and the leading difficulties which must be encountered in the future.

Charge of neglect not proven.

After giving to the charges brought against the Department the most attentive consideration, I am unable to admit the fact assumed by the Anjuman-i-Islám, that the Mahammadan community has been neglected. There are various tests by which an allegation of neglect can be tried. One test suggested is the contrast between the number of Hindus and that of the Mahammadans in Government employment. This test I cannot accept as a conclusive one for the present purpose. I have shown in a previous section that no schools have attained a better measure of success in the Matriculation Examination than schools for Europeans or Eurasians. Yet these classes, which furnish a wealth of teachable material and capacity, are almost entirely unrepresented in the leading offices of the public service. The reason lies partly in the connection between public patronage and a University degree, and partly in the poverty of the class which compels them to adopt another profession for their children. It would be a hasty inference which concluded that the Educational Department neglected the European and Indo-European community, merely because so few of this class were to be found either in our Colleges or in the public service. The test therefore proposed by the Anjuman in reference to public patronage is not one which I can accept. The test which seems to me a fair one is this. The Mahammadan community fills a certain numerical position in the population. Does it fill a smaller, an equal, or a larger position in the attendance at schools aided or supported from public funds? If it occupies a larger space in the public school-rooms than it does in the district outside the school-rooms, then assuredly a charge of neglect is not supported by the cold facts. The following Tables have been prepared to illustrate the truth, and I have specially excluded girls from the school attendance and females from the population, in order that unnecessary and misleading additions might not be made to the volume of figures. I have also excluded Native States, for the progress in which the British Government cannot be responsible. The Table thus prepared shows that, outside Sind, the Mahammadan population takes more than its share of the school accommodation in every single division, whilst this remark is also true of every separate district or area in each division, with the exception of the city of Bombay and of the districts of Sholápur and Ratnágiri. Universally, however, is the remark true, that the Mahammadans participate more largely in the advantages of our system as a whole than do the Hindus outside the pale of the highest caste. In the large city of Bombay the State cannot profess to overtake the task of educating all classes. Therefore, it is not strange that the Mahammadans should fail to secure there their full population of school attendance. But the Anjuman-i-Islám receives an exceptionally liberal aid from

* The latest memorial on the subject embodies previous complaints, and is printed in Appendix K.

Government; and the quantity, as well as the quality, of the results it has hitherto given fall far behind what Government would expect to receive from their own administration of the grant. I am also disappointed in the small effects upon the improvement of the mosque schools which the Anjuman has produced. But be that as it may, the percentage of Mahammadans at school in Bombay is less than 2 per cent. of the Mahammadan male population, which would be a matter for complaint if the State had ever accepted the education of a large and prosperous city as one of its obligations. In the Sholápur District, which also presents an unfavourable view of Mahammadan education, the Mahammadans form 7·6 per cent. of the male population, but they can claim only 6·8 per cent. of the school attendance. During the past year the attendance in Sholápur has decreased, and the report of the Inspector affords no adequate explanation of this result. In Ratnágiri, however, Mr. Kirkham, whose remarks are printed in the Appendix, attributes the result mainly to the poverty of the District Fund which could not meet the demand for new schools. The prospect is therefore more hopeful there, although it must be confessed that a large population of fishermen offers peculiar difficulties in the way of extending education. The following Table exhibits in detail for each district the facts to which attention has been called :—

Table illustrating Mahammadan Representation in Public Schools.

District or Division.	Mahammadan Percentage of the Male Population	Mahammadan Percentage of the School Attendance in Boys' Schools.	Percentage of Boys of each Class at School to the whole Male Population of that Class.		
			Mahammadans.	Bráhmans.	Other Hindus.
1	2	3	4	5	6
Central Division.					
Poona District	4·7	7·25	6·4	23·1	2·7
Sholápur do.	7·6	6·85	3·0	19·9	2·5
Sátára do.	3·5	7·67	6·6	19·5	2·3
Ratnágiri do.	6·7	5·58	2·2	13·7	1·7
Thána do.	4·8	6·59	6·04	19·8	2·1
Kolába do.					
Bombay do.	20·4	8·97	1·8	9·4	2·6
Total	7·6	7·89	3·4	17·3	2·2
North-East Division.					
Khándesh District	7·43	11·02	5·32	17·80	3·42
Ahmednagar do.	5·26	10·51	6·90	19·37	2·42
Násik do.	4·61	10·79	8·08	19·19	2·66
Total	6·05	10·82	6·29	18·69	2·91
Northern Division.					
Ahmedabad District	9·57	13·97	4· 9	13·23	2·95
Kaira do.	8·89	11·81	5·39	16·38	3·74
Panch Mahála do.	6·03	14·03	6· 3	17·44	3·63
Broach do.	20·34	35· 3	9· 6	14·85	7·16
Surat do.	8·83	9·13	5· 9	18·67	5·91
Total	10·14	15·41	6·37	16·03	4·18
Southern Division.					
Belgaum District	7·6	11·2	6·1	15·2	3·5
Dhárwár do.	11·4	13·1	6·9	23·5	5·3
Bijápur do.	10·5	14·1	4·2	18·4	2·9
Kánara do.	5·5	12·6	9·9	8·8	2·6
Total	9·1	12·2	6·3	14·4	3·8
Sind.					
Karáchi District	80·7	28·9	·75	10·	8·6
Hyderabad do.	78·9	27·2	·57	6·5	10·1
Shikárpur do.	79·9	39·3	·90	5·2	9·8
Thar and Párkar do.	54·5	10·2	·17	7·9	3·5
Upper Sind Frontier do.	87·3	49·0	·68	2·2	7·3
Total	78·	32·1	·71	7·3	8·7

Three remedies adopted in the year.

The chief measures adopted by Government in the past year with a view to extending education amongst the Mahammadans have been, 1st, the sanction of a special Deputy Educational Inspector for Hindustáni schools in each division; secondly, an increase of special schools: and thirdly, some slight improvements in the Training Colleges. Regarding the first measure there will be no difference of opinion as to its value. Full advantage has not been taken of it, for it has been impossible to find a qualified Mahammadan graduate of this Presidency for the Southern Division. In the Central Division there are 34 separate schools for Mahammadans, being an increase of 8 on the previous year. The increase occurs chiefly in Thána and Poona. In the North-East Division there is an increase of 7 such schools, and in the Southern Division of 11, while in the Northern Division there is no increase in the number of special schools in British districts. This last fact is significant, because it is in the Northern Division that the Mahammadans take most advantage of the Government system, and here they seem to recognize the value of an early application to the vernacular, and of attaching themselves to the ordinary public schools. The improvements effected in the Training Colleges in the past year are far less than are required, but they have succeeded in attracting an increased number of candidates for the post of school master. This is the greatest of all wants, and I have already invited the attention of Government to the subject of increasing the outturn of qualified Mahammadan teachers.

Dubious advantages of separation.

The object of devoting a special section of the Report to the subject of Mahammadan education would not be fully secured without a direct reference to the wants which the Department realises as capable of satisfaction and deserving of its persistent attention. At the outset is encountered the difficult question whether the Anjuman-i-Islám is right in advocating a policy of separation and of instituting special schools for Musalmáns. In Sind, where the Mahammadan community preponderates, I have no doubt that special schools for them are required; but in the Presidency proper, where the community forms small colonies in the midst of the Hindu population, it is difficult to resist the conclusion, that the sooner Mahammadan boys take up the vernacular and qualify in the subjects taught to the population amongst whom their livelihood must be earned, the better. I have noticed that in the Northern Division, where Mahammadans have attained the greatest success; popular experience has declared itself in favour of the ordinary schools. Many district officers of experience have asserted that the special schools are injurious to the true interests of the Mahammadans. It is certain that the Department has not funds to provide a complete course of separate instruction for Mahammadans, and the attempt it has made to provide special primary schools leaves the pupils stranded when secondary education is reached. It is a painful fact that after all our efforts there were only 12 Mahammadans at college in 1884-85 amongst the 802 students in the six colleges of the Presidency.

Paucity of Mahammadans in Secondary Schools.

The following Table shows the falling off in the attendance of Mahammadan boys in the secondary schools in each Division as compared with the attendance in primary schools :—

Division.	Percentage of Scholars in High Schools who are Mahammadans.	Percentage of Scholars in Anglo-Vernacular Schools who are Mahammadans.	Percentage of Scholars in Primary Schools who are Mahammadans.
Sind	6	9·7	35·4
Northern	3·41	3·49	13·96
North-Eastern	5·17	3·93	11·13
Central	2·9	7·6	8·5
Southern	2·7	4·5	13·1

I am not prepared to assert that the standards cannot be so arranged as to connect the special primary schools with the ordinary secondary schools, but still boys are only able to get through a certain amount of work, and every addition to the primary course must weight Mahammadan boys in the race over the whole course of education leading up to a Degree. On the whole, I agree in the remarks offered by Mr. Kirkham on this difficult question. He writes: "My own conclusion is that we must go on trying all available methods for some time before we can decide between them. The districts vary so much, and the strength of prejudices is so different in different places and sections of the community, that we are not yet prepared to prescribe any one plan for all. Some of the fundamental facts even are still in dispute, as for example, as to whether Hindustáni is actually the home language of Mahammadans in many places. I conclude that, practically, we should encourage Musalmáns to freely resort to our common schools, and at the same time open as many special Urdu schools as we can, whenever there appears to be a genuine demand for them." I offer no apology for inviting the attention of those who have recently declared that "grave discontent exists amongst the Musalmán community in consequence of their neglect by Government" to the spirit of the remarks which I have quoted in special connection with the figures I have previously given in disproof of the charge of neglect. The interests of the Mahammadans are the interests of the department, and he is no true friend of the Mahammadan community who dangles before them impracticable schemes of separation, and thereby encourages them to hold aloof from the educational facilities offered to Musalmáns by those who seek to study their permanent interests in the condition of society in which they are placed.

Trained masters quired.

Next to the question of providing separate schools, is the importance of increasing the staff of trained Musalmán masters. There is not one of the Inspectors who does not lay emphasis on this desirable object. In the Southern Division there were only 16 trained masters out of 154 Mahammadan teachers. Mr. Sahasrabudhe dwells on the necessity for opening a Training College in the North-Eastern Division. The matter has however been brought to the notice of Government, and when funds are available, I hope that liberal and sufficient scholarships for Mahammadans will be attached to the existing training colleges. We have hardly yet turned those institutions to full account.

Other remedies proposed.

Much more might be written on this interesting subject, but enough has been said to show that the wants of Musalmáns are being carefully studied by the Department. The Education Commission recommended, with much reservation, a series of special measures regarding which it declared that "few of them are of general application; many of them, we trust, will before long be rendered obsolete. Special encouragement to any class is in itself an evil." The recommendations were in fact not specially framed with reference to Bombay, but it seems to me that the following remedies are those suitable to this Presidency and from the application of which most benefit may be expected:

(i) the establishment of an aided Mahammadan College in Bombay;

(ii) the reservation for Mahammadans of a fixed proportion of scholarships tenable in colleges and secondary schools;

(iii) adequate recognition of the claims of poor Mahammadan boys to free studentships;

(iv) the establishment of special primary and even of special Anglo-Vernacular schools in large centres of Mahammadan population, where a genuine demand for them exists;

(v) an increase of scholarships for Mahammadans in training colleges;

(vi) and perhaps some concession in regard to the rules reserving high revenue appointments for graduates of the University, and certainly some changes in the public service examination.

But on the other hand any proposal to give a free education to all Mahammadans should be discouraged, and the main endeavour should be to attract Musalmáns to our public schools rather than to encourage their separation from them.

Explanation of the retention of Jail Schools.

71. **Police and Jail Schools.**—Some apology is necessary here for the introduction of Jail Schools into this Report, since the letter of the Government of India, No. 231 dated August 7th, 1884, to the Government of the Punjáb, ordered that Jail Schools should not be included with schools for the free population, "as these statistics stand on a different footing from institutions for which the tables were designed." To meet these orders I have excluded from the Government of India Tables these schools and their attendance, making a note of the fact. In future years, I think that Jail Schools may be left out of the Report and Police Schools be retained both in the Report and in the Tables. At the same time, while I have altered the Tables of the Government of India required for Imperial purposes, I have, for reasons already given, presented this Report to Government in its usual form. The total of schools and scholars analysed according to custom in these pages are 6,726 and 438,416 respectively, as shown in paragraph 14. They include, according to a curious practice, a combined item of 29 Police and Jail Schools with 1,188 scholars for British territory, and 3 similar schools shown under Native States. I have followed the custom, and accepted the statistics furnished for the year which had almost run out before I received charge of this office. But I have given orders for eliminating Jail Schools from future reports, and for retaining Police Schools which stand on a different footing. In my opinion the combination of Police and Jail Schools, even were the statistics of both classes retained, would be indefensible.

These 32 Jail and Police Schools with 1,354 scholars are distributed as under:—

Division.	Number of Schools.	Number of Scholars.	Remarks.
Jail Schools.			
Central Division	4	107	
North-East do, ...	..	...	
Northern do.	2	13	
Southern do.	4	45	Including 1 school with 9 criminals in Native States.
Sind	1	11	
Total, Jail Schools ...	11	176	
Police Schools.			
Central Division	6	306	
North-East do.	4	186	
Northern do.	6	332	
Southern do.	5	354	Including 2 schools with 157 scholars in Native States.
Sind	...	...	
Total, Police Schools ...	21	1,178	
Grand Total, Jail and Police Schools	32	1,354	

The above Table shows precisely the distribution of both Jail and Police Schools, and it is obvious that the entire elimination of the attendance in Jail Schools will not affect the value of the report, whilst it will bring the body of the report into harmony with the statistical tables. On the other hand, if we retain night schools, which are attended by adults and not rarely by Government officials, we should equally retain Police Schools which are not less valuable to society than the rest of our educational institutions. In the report for last year both classes of institutions were shown together as being 31 in number, with an attendance of 1,487 scholars. As Mr. Kirkham remarks, the two classes of schools have no manifest connection. There is thus an increase in the present year of one school, and a decrease of 133 scholars. The reports of the Inspectors deal with both subjects together, but as far as it is possible to disentangle the accounts, I notice the following features of the year.

In regard to Jail Schools Mr. Kirkham remarks that convicts under 30 years of age are required to attend school unless incapable of learning. But he doubts if the rule is observed. The Ratnágiri Jail School was temporarily closed during the year. The Poona Jail School has advanced to Standard V and is doing fairly well. The school in the Great Central Jail at Yeroda "exists only in name". Those at Sholápur and Thána are fairly efficient. The Inspector, Southern Division, mentions only two of the three schools in British jails, namely the new school at Bijápur and that at Kárwár. The figures given for the Northern Division tell their own tale, and add additional argument to the expediency of removing these schools from the report. Jail Schools

The Police Schools are attended by members of the Force and their families. The decrease noticed in the returns of both classes of institution occurs under the Police Schools. Where the means of education exist already, Police Schools are unnecessary, and elsewhere the attendance is much affected by the duties of the Force. The school at Dhárwár was closed in the year for want of attendance. The Khándesh school, on the other hand, is well attended with an average attendance of 54. In the Central Division these institutions are reported to be fairly efficient, but the reports are not complete enough to enable me to present to Government as full an account of these schools as I could wish. They are schools for a special class, a class in whose education the public have a deep interest; and I trust that when the confusing element of Jail Schools is removed, it will be possible to present to Government a more satisfactory report regarding Police Schools. Police Schools.

72. **Primary Education of Girls.**—The management of primary schools for girls has been entrusted, together with those for boys, to local committees, and the municipalities will have taken charge of their schools throughout the Presidency in the course of the current year. I am doubtful whether sufficient interest has been generally excited in female education to render the change desirable. But Mr. Chatfield anticipated good results from the local connection of these institutions with the new Boards, and the experiment may well be submitted to the test of experience. The equal rights of all classes of the community to instruction in schools paid for from the public taxes, whether the taxation be Imperial or Local, have been formally admitted by Government, and recently repeated by the Secretary of State: but it will require both vigilance and tact to ensure the faithful and the judicious application of these principles by the School-committees. The fears which I have expressed above do not apply to special local committees, which, unconnected with the Self-government Boards, often render valuable aid to female education. Experiment of entrusting girls' schools to Self-government Boards.

In the sections devoted to high and middle schools some account has been given of female education, and this section is therefore devoted to primary education which still represents the main part of the work of education performed by the Department, and is practically that part of the subject which requires special treatment. Mr. Kirkham expresses, in my opinion, sound views when he writes: "I do not think we shall get girls to stay at schools long enough to acquire education of a permanent value, till we have trained mistresses in girls' schools, and I do not think that mistresses, as a general rule, will be able to manage schools successfully and conciliate the respect of the people unless they are respectable married women living with their husbands and families in the same place." This matter will be further discussed in the Chapter on normal schools, but I would here express my opinion that the Department has not made sufficient use of the valuable agency of private enterprise at its door. Thus the Zanana Mission in Poona, which trains mistresses, has hitherto received no substantial encouragement, since its trained teachers receive no special grant-in-aid. The secondary system in Bombay is very weak, and the Poona High School for Girls has been started under conditions which, at the outset, have alarmed, rather than encouraged, the workers already in the field. In the report for last year, paragraph 68, the Director expressed the hope that this school would give a much needed stimulus to primary education and connect the elementary schools with secondary education. This hope will, in the end I believe, be realised. But the Committee must remember that, if their school withdraws the best girls from the existing primary schools by the attraction of its scholar- Progress and dangers of primary education.

ships, and at the same time refuses admission to girls on grounds which are opposed to the principles of the Court of Directors' Despatch, it will not only injure the efficiency of the pre-existing machinery but also permanently discourage the education of those classes which it proscribes. Some care will therefore be needed in watching the progress of the new high school, or in establishing others on a similar basis.

Statistics of female instruction.

In the review contained in previous reports the paragraph devoted to girls' schools has been confined to those of a primary character. I shall follow the precedent, but I must anticipate criticism by remarking that the figures are not complete. In the first place, the figures exclude girls studying in boys' schools; and again they include a few small boys who are allowed to accompany their sisters to the girls' schools. I have prepared the following Table on the same basis as has been adopted in former reports, only taking care to separate the schools maintained by Native States from unaided schools in accordance with the principle adopted throughout this report. It will thus appear that the primary schools, essentially classed as girls' schools, were 402 against 382, with 25,870 pupils against 24,396 in the previous year. Of these only one was maintained by Government, being the practising school for the Female Training School at Poona. Local Boards maintained 207 schools with 13,605 pupils. The North-Eastern Division is the most backward and the Northern Division the most advanced. Native States maintained 120 schools with 6,306 pupils, an increase of 1,089 on the preceding year. Aided schools increased by 9 to 72 with 5,724 pupils, the Southern Division being conspicuously backward. No unaided schools are reported from any division except the Northern. Altogether the Northern Division appears to the most advantage. With these remarks I give the following Table, following it up with some account of each Division :—

General Statement of Primary Schools (Girls') in 1884-85.

	Maintained by the Department.				Maintained by Local Fund and Municipal Boards.				Maintained by Native States.			
	1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division	...	...	1	82	50	3,333	49	3,271	8	306	12	367
North-East Division ...	...	...	...	...	40	2,027	40	2,052	...	...	...	...
Northern do. ...	...	...	...	...	56	4,058	56	4,155	78	3,739	78	4,453
Southern do. ...	...	...	...	...	40	2,859	41	2,978	23	1,172	30	1,486
Sind	...	...	...	...	20	1,169	21	1,149	...	...	...	...
Total ...	...	...	1	82	206	13,446	207	13,605	109	5,217	120	6,306

	Aided by the Department or by Local Fund or Municipal Boards.				Unaided.				Total.			
	1883-84.		1884-85.		1883-84.		1884-85.		1883-84.		1884-85.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division	30	2,910	33	2,981	2	105	...	...	90	6,654	95	6,701
North-East Division ...	9	416	11	475	...	...	...	...	49	2,443	51	2,527
Northern do. ...	16	1,676	20	1,819	2	143	2	153	152	9,616	156	10,580
Southern do. ...	6	297	6	285	...	...	...	...	69	4,328	77	4,749
Sind	2	186	2	164	...	...	...	...	22	1,355	23	1,313
Total ...	63	5,485	72	5,724	4	248	2	153	382	24,396	402	25,870

Female education in the Central Division.

The necessity for bearing in mind the qualifying remarks prefixed to the last Table will appear from the fact that, although the Central Division is shown above to contain 95 schools, with 6,701 pupils, there are really 9,711 girls at primary schools in the division. For 3,066 girls attend boys' schools, and 56 boys attend the 97 girls' schools. There are also 2,200 girls in this Division in secondary schools, of whom the majority are Europeans and Eurasians. The increase in Native States is satisfactory, since 3 of the schools are placed in the Aundh State, and the example of the Pant Pratinidhi is likely to stimulate the movement in others of the Treaty Jághírs. The examination results are not altogether encouraging to the immediate prospects of the new High School which might have been placed in Gujarát with better feeders than Poona can supply. Out of 50 Government and Board schools examined, only 31 pupils passed in Standard IV. Upwards of three-fourths of the girls in these schools are learning the first two standards in which the percentage of success showed marked improvement. Aided schools show better results, since out of 18 schools examined, 35 girls passed the 4th Standard. Mr. Kirkham singles out for special praise the Board School at Sásvad under a trained mistress. He also mentions the valuable aid rendered by an independent school-committee formed at Sholápur for the encouragement of female education, under the patronage of Mr. Satyendranáth Tagore, C.S. Both Sátára and Wái have applied for a secondary girls' school, and it is with much regret that the Inspector was unable to support the application from lack of funds. If the Poona High School Committee could devote a portion of their scholarship fund to the support of a few feeders to the High School, I doubt not that the expenditure would be productive. Mr. Kirkham regards the progress made as generally satisfactory, and he expects much from the independent committees which are being organised in several of the districts for the promotion of female education. I trust that the Local and Municipal Boards will everywhere entrust their powers to committees of this sort as far as girls' schools are concerned.

Female education in the North Eastern Division

In the North-Eastern Division Ahmednagar claims 1,007 pupils of the 2,052 at the girls' schools maintained by Boards. Násik, with its female population numbering 383,802, sends only 424 girls to these schools. But private enterprise does something to repair the inequality, since it is working in 6 places in the Násik District, namely Násik, Málegaon, Igatpuri, Sharanpur, Manmád and Devláli. Altogether the aided schools educated 475 pupils, of whom 274 attended Mission schools at Ahmednagar. But as I observed in the case of the Central Division there are more girls under instruction than the returns of girls' schools show. Thus, if we eliminate 29 boys in girls' schools, and add the girls attending boys' schools, the North-Eastern Division has 3,443 girls under instruction. In this division two of the most successful girls' schools at Kharde and Vinchur are taught by masters, thus illustrating the caution with which any general condemnation of male teachers must be received. Mr. Sahasrabudhe bears testimony to the good work done by the aided schools.

Female education in the Northern Division.

In the Northern Division the Table shows 156 schools with 10,580 pupils. But deducting 3 boys attending them and adding 1,948 girls in primary schools there are 12,525 girls under instruction. Mr Giles considers that the rural community is awakening to the value of female education; and that the prejudice against mixed schools is much weakened in British Districts. The examination results of the Northern Division show what a much better field than Poona, Ahmedabad would have afforded for the establishment of a high school. The aided school in that city known as the Maganbhái Karamchand School will, I trust, develope into a High School, but it has wisely decided to begin as a lower secondary institution before styling itself a High School. The material for a secondary school in the two divisions is worthy of comparison. In Standard IV. and above IV the results of examining 78 schools in the Central Division show 79 passes, but in the Northern Division 155 schools passed 328 girls in Standards IV., V. and VI. Mr. Giles reports that 64 per cent. of 3,625 girls examined passed in all heads, and he mentions the success of the aided schools at Ahmedabad and Surat in Standard VI. as remarkable. Regarding the Native States Mr. Giles shows what valuable assistance may be rendered by English ladies. In Navánagar there are 527 girls in two schools, whose average daily attendance is higher than that in boys' schools. The secret of their

Value of personal interest.

success he attributes to the personal care and supervision of Mrs. McClelland, wife of the Resident Engineer, who devotes several hours a week to winning the affections of the children and to assisting them in their work. Mr. Giles writes: "It is impossible to estimate the effect which has been produced in the town by the labour of love of this English lady whose name will, I am sure, be for many years a household word in Navánagar." I do not grudge a Native State the advantage it possesses, but there are many British towns in which the need is greater, and I trust that the success achieved by Mrs. McClelland may encourage other ladies to work in similar fields.

Female education in the Southern Division.

The scanty information, contained in Mr. Patwardhan's report, prevents me from giving the same facts regarding the Southern Division as I have given for the others. The Tabular statement has shown 41 girls' schools maintained by Boards with 2,978 pupils, and six aided schools with 285 pupils. Including the girls in Native States, I find that there were 4,749 girls in girls' schools in a division which contains 1,390,118 females. Even concerning the German Mission girls' schools at his own head-quarters, Mr. Patwardhan writes that "these schools have, the Dhárwár Deputy says, shown satisfactory results." Of the 41 Local Board schools Bijápur has only 8 and Kánara 5. The want of competent teachers is reported to be much felt in the first of these districts. The chief event of the year was the success in the public service examination of a girl from the Kánara District. Another noticeable feature is the attendance of Mahammadan girls at school. Of them 1,180 are at school, but it seems strange that Bijápur, with its large Mahammadan population of 67,000, can claim only 61 of the number. Government will not fail to observe that the increase of girls at school in the division is mainly due to the Native States, and their large share in the results of the year should stimulate the Native Inspector, whose personal influence ought to carry weight, to greater activity. The difficulty of finding competent teachers must be equally felt in the Native States. The good results obtained by the independent committees, to which Mr. Kirkham refers, may perhaps suggest the direction in which improvement may be sought in the Southern Division.

Female education in Sind.

Sind is the only division which shows a falling off in the attendance at girls' school. As the decrease affects the two aided schools in common with the 21 Board schools, Government may accept Mr. Hart-Davies's opinion that it is due to temporary causes. The unaided list for Sind is blank. This suggests a doubt as to its accuracy, for the female population of Sind is nearly 1,100,000 or about 300,000 less than that of the Southern Division in British Territory. Yet the census returns showed that twice as many women in Sind were instructed, and 566 more girls were under instruction in Sind than in the Southern Division. Notwithstanding this, the returns just given would show that Board schools alone in the Southern Division contain more girls than all the girls' schools in Sind. The conclusion I draw is that outside the department in Sind a work of female education is going on which might be recorded in our returns, and from which we might learn a lesson. Mr. Hart-Davies has proposed some revised standards for the Sind girls' schools, which will be considered at the approaching conference which I have summoned.

Enlistment of private agency and local committees essential to success.

The prospects of female education are decidedly encouraging. In secondary education most of the schools, entered in the Tables of this report, are for Europeans and Eurasians, but at Poona and in Ahmedabad a distinct advance has been made in the direction of providing English education for girls. The Local Boards have also opened English classes in some of their primary schools for girls. Primary education has advanced, as shown in the paragraphs just given, and we hear less of the excuses for failure which used to be pleaded. The social movements, which have lately attracted notice, bear evidence to a desire on the part of native male society to do justice to the female portion of the community. The Normal Schools are turning out qualified mistresses, and I do not think that any of the ground gained need now be lost. Progress in short is assured and our Native Inspectors start with a great advantage. But I feel convinced that the most valuable agency will be that of private enterprise. The Department has its hands sufficiently full with boys' schools. One sympathetic voluntary worker, like Mrs. McClelland, can achieve in a year more than the Department can do in ten.

This lady has even prepared a book of rules for girls' schools, which illustrates the fulness of interest and help that real sympathy can afford. The Department should therefore mainly devote itself to the recognition and encouragement of the private effort which already exists. The Zanana societies, whose value native society has spontaneously recognised by asking Government to appoint a lady engaged in that work to be Superintendent of the Poona High School, should be helped to supply the expressed need for female teachers, and local committees like that organised by Mr. Satyendranáth Tagore at Sholápur should be established in connection with such schools as remain under the Boards. The question of revising standards and school books is one which will be discussed at the approaching conference.

CHAPTER V.

NORMAL SCHOOLS.

New departure in primary education requires increased Normal Schools.

73. **Insufficiency of existing Schools.**—The inadequacy of our present machinery for supplying primary schools with trained teachers demands more general recognition than it has received. The bare fact that we have 1,829 passed masters against 2,413 unpassed teachers in the Presidency expresses only part of the truth. For, I find that in some divisions the untrained masters increase in the same or greater ratio than the trained men. But there are special reasons why the Department should henceforth bestir itself to meet the want of teaching power. The control of Government over the rural and town schools is now to a great degree insulated by the development of the self-government scheme. When the Department appointed uncertificated masters, it took pains to select the best material. But the Boards cannot be expected to exercise the same discrimination, even if local interests do not thwart their inclinations to do so. The Department, which will give its grant-in-aid, has the same right to impose terms on its grant that the English Education Code admits. One of its terms is that certificated masters should be employed when available. To meet this want the Department has not even a Normal School for each Division, and with the transfer of schools to municipalities the demand for teachers will be accelerated by the increased provision of school-funds.

Madras system contrasts with that in Bombay.

The conclusion that our system must be altered finds no admission in the pages of the report for last year, and therefore I need not apologise for defending it. The example of the Madras Presidency is instructive, because the Department has for many years there worked on the principle of aiding rather than managing schools, and it has found that the Normal Schools are absolutely essential to success. The Madras Report for 1883 speaks of 42 Normal Schools for masters in 22 districts of that Presidency, and expresses the conviction that "it is essential that the number should be increased." Of these institutions the great bulk are maintained by Local Funds, one is especially devoted to the training of Mahammadans, and 4 belong to missionary bodies. In Bombay, in the year under notice, there were 4 Provincial Training Colleges with an average daily attendance of 308 for the five Inspectors' Divisions with their 24 districts, while the only aided Normal School had not been fully admitted into our system, since no diplomas are given to its trained men. Again, for training mistresses there were in Madras 8 schools, of which 2 were mission schools receiving a provision of scholarships as well as grants-in-aid, and the opinion is expressed that every district must soon be supplied with its own female training school. In Bombay, there are two Government Normal Schools for mistresses with an average daily attendance of 72, and no aid is given to the Zanana Training School, or the American Mission's Training Class at Ahmednagar which work in the field without aid. The inadequacy of our provision of schools is only one point, our exclusion of aided enterprise is the second. Our Grant-in-aid Code does not yet provide a goal at which private enterprise may arrive, and Government were therefore pleased to sanction a special grant for the Ahmednagar Mission Training College regarding which I adressed them some months ago. I have heard it argued, and the argument is true, that the Bombay system is not content with results which in Madras and elsewhere carry with them a certificate. It is urged that we should not reduce our high standard, by incorporating into our system inferior schools. Our primary schools are said to be of a very superior order, and this superiority cannot be maintained if we introduce less qualified teachers. But I am persuaded that there is room for the results of both systems, and that we can never supply the Board Schools with proper teachers unless we enlarge our factories for the supply of masters and mistresses. Some of our schools require the teaching power educated in our superior Normal Schools, but the great bulk of Board Schools for boys and girls will do better under teachers, trained as they are in Madras, than under the chance employés whom the Boards will pick up if we do not provide them with better masters and mistresses. The rapid development of the self-government scheme, with its consequent increase of primary schools, requires that the Department should

induce the local boards to provide Normal Schools, and should itself encourage private enterprise to supply part of the material required.

Course of the Government Normal School.

I have admitted that our present system is a good one, but it is too costly to be extended on the existing lines. Some account of it may here be given. In the Poona Training College the full course lasts for 3 years, and stipends tenable for one year are given at the rate of Rs. 6 for the pupils in their first year, of Rs. 7 in the second, and of Rs. 8 in the third. No student is admitted unless he has passed the 6th Standard Public Service Examination, and no one is passed for a mastership until he has completed at least two years. The passed students, who have completed 2 or 3 years, are ranged in 2 classes. The holder of a first class certificate at the end of the whole course is entitled to a salary of Rs. 25, whilst the holder of the same at the end of two years can get only Rs. 15. The first year's course involves a thorough revision of standards I.—VI. for vernacular schools, and includes an examination in Sanskrit, principles of school management, Elementary Natural Science, Gymnastics, and Sanitary Primer. The second year's course ends with an examination in Euclid, Sanskrit, School-system, Physical Geography, Natural Science, and Gymnastics. The 3rd year's course ends with an examination of a searching character in Mathematics, Vernacular Poetry, History, Geography, Natural Philosophy, Sanskrit, School-system, and Gymnastics. The question will shortly arise whether this course might not be recast, and advantage taken of the excellent position of our Normal Schools to substitute a little agricultural and technical training for the Euclid and Sanskrit. At Poona, for instance, the class might attend lectures in the College of Science, where agricultural science is taught and instruction given in the workshops. I believe that the agricultural classes attached to our High Schools would do better if attached to our largest primary schools in which the pupils are more generally the sons of cultivators and not Bráhmans. In fact the best class of the kind is a Primary School Class of Kunbis attached to the Ahmednagar High School for instruction in agriculture. I would therefore keep up our highly organised Training Schools with some alteration of the course, but I would at the same time increase largely the number of inferior training schools. For them I would rely on aided enterprise, expecting the Boards also to provide a training institution at convenient centres.

Course of the aided Normal School.

An account of the only aided Normal School, which was first aided in the year under review, is interesting as affording a type of a less organised Normal School introduced by practical men without help from Government to meet a practical want. It labours under special difficulty in obtaining well-taught recruits, since its pupils are supplied from the lower ranks of society. Any Normal School created by Local Boards could get as many pupils as it wished who had passed the 5th standard, and in this respect it would not be necessary to follow exactly the model of the aided school. With this reservation, there is much in the account given below which will be useful as a guide to the direction which the Boards might take. The Christian Vernacular Education Society for India was established in 1858, and has three training institutions at Amritsar, Dindigal and Ahmednagar. It has also day schools attended altogether by about 8,000 pupils. Its work is mainly conducted for the benefit of the low caste children, whose large contribution to the population of Bombay has already been mentioned. Confining my attention to the Ahmednagar school, I find that the Society has abundant field for the employment of as many school-masters as it can turn out. This also will be the position in which the Municipal and Local Boards of any district will now be placed. They will require all the masters they can turn out. The Ahmednagar Normal School begins with a preparatory class. This class will not, in my opinion, be required by a Local Board school. It is required by the Mission Training School, because the material on which it has to work is not so well prepared as a Board school could command. Unless the candidates for its teaching staff are taken young and with such qualifications as they possess the Mission Training School could not be filled. The entrance standard aimed at corresponds roughly with the Government 4th standard. The boys who enter the preparatory class are required to know Arithmetic (the Native Tables, Simple and Compound Rules, Reduction, Vulgar Fractions, and Simple Proportion, and Mental Arithmetic); Geography of Asia; History of Maháráshtra, and some General History; Grammar; Reading Modi and 4th Book, Dictation; Writing; and a little English. In the preparatory class, instruction is given to perfect the boys in all these subjects. After a year or even longer according to the proficiency attained, the boys enter the junior

class, where for a year they study Reading, Grammar, Dictation, Composition, School management, Teaching in the Practising School, Arithmetic, History of India, Geography, Writing, Drawing, and English. In the senior class which occupies another year they learn besides the above subjects Mensuration and Astronomy. That the teaching is very efficient may be judged chiefly by the good results obtained in some of the schools taught by the masters turned out. The grant earned by one of these schools exceeded Rs. 100. The Inspector also wrote of the Normal school :—

"The results were satisfactory. The handwriting of the students throughout was excellent, so also was the drawing, including map-drawing. Every class did well in Arithmetic and Geography, and the first-year class in History also, while the second and third year classes fully satisfied the Examiners in Vernacular Reading, Explanation and Grammar. In Astronomy and the Manual of Teaching, the pupils passed a very creditable examination. The students of the second and third year classes were found somewhat deficient in History; and the Explanation and Modi Reading of the preparatory class were decidedly weak. I was satisfied with the performances of the pupils of the first and second year classes in English. The third year class did not acquit itself so well, most of the pupils getting barely pass marks. In the most important subject of all, the Method of Teaching, the third-year class acquitted itself to the entire satisfaction of the Committee. The lessons selected by the Examiners were: Reading, Explanation and Grammar in the third Maráthi Book, Zilla Map, Alphabet Lessons, Mental Arithmetic, story told, &c. These subjects were handled by the pupil-teachers with readiness and skill, the class being kept well in hand, and the attention of the children secured throughout. The lively and sympathetic manner in which each lesson was given and afterwards wound up with class drill and simple gymnastic exercises was particularly noteworthy. Altogether the institution is to be congratulated on the success which has been achieved in this most difficult and essential part of the work which it has to do. I am also able to speak favourably of the discipline and order of the institution. The buildings and recreation grounds are, as is well known, admirable."

This account will, I think, satisfy Government that the school can turn out qualified masters for elementary education. On March 31st last there were 54 on the rolls, of whom 13 were in the senior class, 17 in the junior class and 24 in the preparatory class. On the analogy of our scholarships the students are fed and clothed. The cost of the school is about Rs. 7,600 a year. Ten trained masters passed out, of whom 7 at once obtained employment, and three remained to perfect their studies in special subjects. The institution has been at work since 1866, and has passed out 300 trained masters. Mr. Jacob regarded the trained masters whom he examined as equal to the 6th Vernacular Standard in Arithmetic, Writing, Vernacular, History and Geography: in English as equal to boys in the III. Anglo-Vernacular Standard: in Astronomy as equal to the Matriculation Standard: in Drawing as entitled to a First Grade Art Certificate; and in practice of teaching as equal to the 2nd-year pupils in the Poona Training College. With this account, I have no hesitation in saying that the school deserves a permanent place in our aided system, that its teachers should receive certificates from the Department, and that it affords a very good model for the cheaper Normal School which the times now require. Last year the institution received a special grant of Rs. 2,000, and it turned out 10 teachers. It may be true that these masters are not equal to the holders of our certificates, but they are well suited for the work they do.

Outturn of teachers

74. **Government Normal Schools for Masters.**—I have given a full account of the aided Training School, because its elevation to the aided list, after nearly 18 years' labour, is one of the most satisfactory events in the history of the year. More must be done in this direction if we are ever to provide all our schools with trained teachers. The Table given below shows the number of untrained teachers employed in British districts in each division :—

Division.	No. of trained Teachers.	No. of untrained Teachers.
Central Division	385	730
North-East do.	280	638
Northern do.	537	408
Southern do.	397	440
Sind...	230	197
Total ...	1,829	2,413

To meet present and increasing wants we have only 4 Training Schools for masters at Poona, Ahmedabad, Dhárwár and Hyderabad. Some account of these must now be given.

The Poona Normal School.

Mr. Kirkham reports that the year closed with 161 students in the Poona Training College, 28 in the third year, 42 in the second, 67 in the first, and 24 Mahammadans studying under Standard VI. in a preparatory class. Government will observe that in this respect, with a backward class, we are at length following the example set by the aided school. The results of the annual examinations were 91 passes, but this does not mean 91 passed out. On the contrary only 10 candidates, two of whom were not stipendiary, passed out from the college in the third year; and 5 men already employed as masters obtained certificates of the 2nd class. Thirty-five passed in the second year's course, of whom 17 join the ranks of the third-year men. Forty-five passed the examination of the 1st year, and continue their studies. In the freshmen's class 57 candidates, holding 2nd class Public Service certificates, entered. The North-Eastern Division, which has no Government Normal School, sent 15; and 18 Mahammadans were admitted as stipendiaries. This Mahammadan class, which commences by learning the sixth standard, represents our special effort to meet the needs of Mahammadan education. Mr. Kirkham notices a change of some interest, namely "the introduction of a special married couple's augmentation to the stipends allowed to those students who enter their wives in the Sister Institution to be trained as school-mistresses". Four students were enjoying these extra stipends of Rs. 3, and Mr. Kirkham expects the best results from this system. The accommodation of the Boarding-house which accommodated 135 students, is described as unsatisfactory, and the position of the Mahammadans especially demands reform. During the present financial pressure I have been unable to introduce changes which will, however, not be overlooked when times improve.

The Ahmedabad Normal School.

The Northern Division Training College at Ahmedabad passed 72 students, —10 from the 3rd year, 31 from the second, and 31 from the first year. In the Mahammadan class 3 passed in the second year and 5 in the first year. Mr. Giles considers these results excellent. Of 118 students on the rolls 72 are paid stipends from local funds, 24 hold scholarships paid by Native States, and 22 are free students. The popularity of the college is remarkable. Three hundred and nineteen candidates appeared for admission, but there were only 38 stipends available for the 96 who qualified for admission. Mr. Giles reports that altogether 763 trained men have been passed out of the college since its foundation, and he hopes to add to the number of stipends. Ráo Sáheb Mahipatrám Ruprám, the Principal of the College, was raised to the dignity of a Companion of the Indian Empire by order of Her Majesty the Queen Empress, in consideration of his distinguished services to education.

Native State Normal School at Rájkot.

The Rájkot Training College for Káthiáwár demands notice here. It passed 61 pupils, of whom 24 were in the second year's course. Since 1874 this college has sent out 310 men. In the year under review it passed out 3 third-year men, 7 second-year, and 13 first-year men. It will be observed that in Káthiáwár the standard of qualification is not so high as in British districts. In the Province 338 teachers are classed as trained and 215 as untrained men. Fifty-three candidates passed into the college. Mr. Giles speaks highly of the Boarding-house and of the management of the College by the Principal.

The Dhárwár Normal School.

The Dhárwár Training College in the Southern Division passed 77 candidates —17 in the third year, 24 in the second, and 36 in the first year. There was a fair sprinkling of Mahammadans throughout. The Mahammadan preparatory class consists of only 7 students, so that the total number of this class under training was 25. Fifty stipendiary students and 10 free students form the new admissions. The Boarding-house is in good order, and the arrangements are generally praised, but the college was not in as satisfactory a condition as those at Poona or Ahmedabad. Mr. Patwardhan, the Inspector, whose experience of training colleges is valuable, introduced after his arrival a much-needed reform. The other colleges, which I have described, have a first-rate practising school close at hand. In fact, without one, a training college loses its chief essential. But the Dhárwár Practising School had been removed to a great distance from the college, and the college authorities could not superintend the instruction of the students in one of its chief essentials. After the close of the year under review, the

Practising School was brought back again to the college buildings. I regret to notice that Ráo Sáheb Bhujangrao K. Huilgol, the late Principal, died in May last.

The Hyderabad Normal School.

The Sind Normal School is not in a very satisfactory state. It passed 13 students. For its entrance examination only 10 boys appeared, of whom only 5 could be passed. It has a Practising School. It is reported that there are 230 trained teachers in Sind against 197 untrained men, but the standard of training is low. The decline of the Normal School affords one of many proofs that a full-timed Inspector is most urgently required for Sind.

Results of examination.

Having explained in detail the significance which must be attached to the expression 'passed' I now give a Table showing the results for all British Divisions both in male and female Normal Schools.

Result of the Annual Examination of the Male and Female Training Colleges in British districts.

Division.	Male.		Female.	
	No. examined.	No. passed.	No. examined.	No. passed.
Central Division (Poona)	102	91	26	23
North-East Division	...	...	...	...
Northern do. (Ahmedabad)	87	72	25	23
Southern do. (Dhárwár)	90	77	....	...
Sind (Hyderabad)	14	13	...	...
Total ...	293	253	51	46

Poona Female Normal School.

75. **Female Normal Schools.**—There are, as appears from the foregoing Table, only two Government Training Schools for female teachers. That at Poona was under the experienced care of Miss Collett assisted by Miss Brooke. There were 45 on the rolls, of whom 21 were Bráhmans, 16 Maráthas, 1 Christian, 2 Mahammadans, 2 Jewesses, 2 Sutárs, and 1 Vaishya. Mr. Kirkham describes the services of the supervising Committee as of great value. They assist the Department in criticising the applications for admittance, and will, it is hoped, co-operate in encouraging school-masters to send their wives to the institution. They are the foremost citizens of Poona, and their help may prove to be of great value. The number of school-masters' wives has risen to 11, and that of their relations to 4. Mr. Kirkham writes :—

"Above all, there are 4 wives of students in the training college—a new class of female teachers on whom I build much of my hopes for the future of female education in this part of India."

Mr. Kirkham attributes the good results of the examination to "zealous and personal effort on the part of Miss Collett ably seconded by Miss Brooke." Five women passed the 4th year's course and received certificates. At the annual presentation of prizes His Excellency Sir James Fergusson attended, and appealed for the cordial co-operation of native society.

Ahmedabad Female Normal School

The Mahálakshmi Female Training College at Ahmedabad was under Miss Morris. Four teachers passed in the third year's course, 9 in the second, and 10 in the 1st year's course. Seventeen new students were admitted, of whom 15 were free students. There is no Committee of native gentlemen to assist the Lady Superintendent in regulating admission. At the close of the year there were 45 students on the rolls, of whom 18 were free students, that is, were women who did not intend to follow the profession of school-mistresses. I am very doubtful whether it is wise to admit into a training school any women who do not mean to adopt the profession of teachers. Of the rest 13 were Bráhmans, 10 were Christians, and the other 4 belonged to the Rajput, the Kunbi, the Ghánchi and the Maratha castes ; 9 of them were wives of school-masters, and Mr. Giles evidently shares Mr. Kirkham's view of the value of this class of students. Mr. Giles means to reserve 5 scholarships annually in both of the colleges for husbands and wives seeking employment in the Education Department. The Practising School is better attended than that at Poona, but the

accommodation for it and the Normal school is considered insufficient. Mr. Giles remarks that the demand for trained women is very general.

Unaided Female Normal Schools.

Of unaided Normal Schools I have received no official report, but the Scotch Mission in Poona and the American Mission in Ahmednagar have already begun to train women for their own schools. In the year under review the former Society, under Miss E. Bernard, sent out one trained school-mistress, who is employed in a girls' school in the Shanwár Peth. Others have been sent out in previous years. The course lasts from 3 to 4 years according to the capacity of the student, and the entrance examination nominally corresponds with the IV. Standard. The women practise teaching in the Society's schools. The American Mission is exclusively devoted to the training of professed Christians, chiefly converts from the lower castes. Their classes have attained, as I have personally observed, considerable numerical strength and a very fair degree of excellence. As the Inspectors have not included these various institutions in their reports, the statistics are not incorporated in this annual report. I see no reason why these Normal schools should not be encouraged by grants-in-aid when our finances are improved.

CHAPTER VI.

EDUCATION IN NATIVE STATES.

Political causes influence educational results.

76. **Diversity of Progress in various States.**—The Honorable the Vice-Chancellor of the University devoted a portion of his address to Convocation to a consideration of the expansive force of educational enterprise, which, developed under our system in British districts, had spread beyond the boundaries of our own administration. The educational operations of the Native States, which are under the Political Department of the Government of Bombay, afford a marked contrast to the backward condition of education in the Native States of Rájputána and Central India. But even in Bombay there is the greatest variety of progress between one State and another. In criticising this difference of results many factors must be considered before a fair judgment can be passed. The Native State, which has benefited by a long minority and the direct control of British officers, exhibits better results than the State which has continued its traditional indifference to education under its Native rulers. The State blessed with a Native ruler who has been trained in the Rájkumár College naturally takes a pride in adopting our system of public instruction. The poor State, however willing, cannot develope as fast as its richer neighbour. More severe judgment for the neglect of education may be passed upon the Jághírdár, whose treaty compels him to "provide for the happiness and prosperity of his subjects", than the Chief whose independence is guaranteed by his engagement with the British Government. Political considerations thus enter largely into the question whether a State has made adequate provision for the education of its people. Such considerations are beyond the scope of this Report. I can therefore only invite the attention of Government to the Table given in paragraph 13 of this Report, which shows at a glance the relative progress of education in each Native State that leans upon the Department for supervision or inspection. The opposite poles of educational activity are represented by the State of Bhor in the Central Division, and that of Miraj in the Southern Division. The Jághír of Bhor is under an obligation to the British Government to promote the prosperity of its subjects, and it levies a local cess for local purposes. But with a population of 145,876 it has only 931 pupils on the rolls of its schools, making only 6 in a thousand at school, while the Sátára District which marches with it, containing more than a million, has 15 in a thousand at school. The tendency, moreover, in Bhor is to decline. In the Miraj State, on the contrary, which has a smaller population than Bhor, there are three times as many children at school, and the percentage, 29 in a thousand, compares well with the average of the districts in the Southern Division.

77. **Educational Expenditure and results.**—The first Table below represents the expenditure of each State on education. For the results of that expenditure, I must refer to the second Table, to pages 18 and 19 of this report, and to the Chapters on the "progress of various institutions," and "the education of special classes" in which particular notices have been given of the condition of education in Native States:—

First Table, showing Expenditure in Native States.

	Amount.
	Rs.
Central Division	
Sávantvádi	19,638
Aundh	3,300
Bhor ... ... --	5,029
Akalkot	5,997
Phaltan	3,618
Jath	3,844
Modnimb (Miraj)	1,424
Jawhár	1,150
Mahidargi Táluka of the Kurundvád State...	965
Kuroli Petha Miraj Junior	269
Total ...	46,134

	Amount.
Northern Division.	Rs.
Káthiáwár	3,28,815
Rewa Kántha	24,962
Mahi Kántha	25,793
Pálanpur	16,429
Cutch	1,01,484
Surat Agency	9,801
Cambay	2,030
Ahmedabad	199
Total ...	5,09,513
Southern Division.	
Kolhápur	1,19,115
Sángli	32,323
Miraj	20,250
Jamkhandi	9,872
Mudhol	7,121
Kurundvád	984
Total ...	1,89,665
Grand Total ...	7,45,312

Second Table, showing Institutions in Native States.

Division.	Colleges.		Secondary.				Primary, including Jail, Police and Night.				Normal Schools.				Industrial.		Total.				Grand Total.	
			Boys.		Girls.		Boys.		Girls.		Masters.		Mistresses.				Boys.		Girls.			
	Colleges.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division ...	...	...	7	404	...	...	163	7,494	12	367	...	...	...	...	...	...	170	7,898	12	367	182	8,265
Northern Division ...	...	...	30	2,550	...	...	974	58,093	78	4,453	1	71	...	...	1	43	1,006	60,757	78	4,453	1,084	65,210
Southern Division ...	1	47	18	1,420	...	...	347	20,485	30	1,486	1	17	1	8	...	...	367	21,969	31	1,494	398	23,463
Total ...	1	47	55	4,374	..	...	1,484	86,072	120	6,306	2	88	1	8	1	43	1,543	90,624	121	6,314	1,664	96,938

The Inspectors' reports do not contain uniform accounts of the state of education in Native territories. In the North-East Division there are no Native States except the Dángs, whose miserable aboriginal population receives no education. In Sind the State of Khairpur has always displayed a marked disregard for education. In the Northern Division the Pálanpur Superintendency is the most neglected, whilst this report has already shown the excellent results obtained in the Káthiáwár Agency with its 42,788 scholars. The Inspector has interwoven his account of them with his review of similar institutions in British territory. I can therefore only give the following extracts from the reports for the Central and Southern Divisions. Mr. Kirkham writes as follows:— The Inspectors' reports not uniform.

"The total number of schools belonging to the 10 Natives States included in the Central Division has risen from 172 to 182 and the number of scholars from 7,781 to 8,265, showing an increase of 10 schools and 484 scholars. Central Division.

"**Sa'vantva'di State.**—The number of schools in this State has risen from 46 to 50 and that of scholars from 2,916 to 3,244, showing an increase of 4 schools and 328 scholars. The number of schools and scholars is distributed as follows:—

Schools.		Scholars.
1	High School at Vádi	190
46	Primary Boys' Schools	2,812
1	Do. Girls' School	78
1	Do. Hindustáni Boys' School	39
1	Local Corps or Police School	125
50		3,244

"The results of the examination were satisfactory as regards both the upper primary and the lower primary schools. Forty-two pupils of these primary schools were sent up for the Second Class Public Service Examination before the Belgaum Committee, and 26 passed the examination. The girls' school, which is attended by about an equal number of Mahammadan and Hindu girls, is reported to be working efficiently. The Hindustáni school passed a fair examination. I hope to have the pleasure of inspecting the schools of the State in person next year. They have long enjoyed the reputation of being the most efficient of the Native State schools of this part of the country. The Political Agent is alive to the importance of thorough supervision, and the State maintains an Inspector of schools of its own. This officer visits his schools three or four times a year and points out weak places, and when the Inspector of this Department goes his rounds he naturally finds the pupils well prepared for examination. Colonel Westropp has also paid much attention, I understand, to the construction of cheap but suitable and commodious school-houses and I expect to learn something on my visit next year in this important branch of duty. The school-houses of Sávantvádi are said to be specially good.

"**Aundh State.**—The number of schools in this State shows an increase of 5 and of scholars an increase of 9. Of the 25 schools now in the State 5 are girls' schools, and the rest are primary boys' schools. Of these, 19 were examined during the year, and of the rest 3 could not be examined for want of time and 3 had to be left unexamined, being located in the Dhárwár and Belgaum districts. The progress of most of the schools examined is reported to be satisfactory. The Chief of Aundh, I am glad to report, takes an interest in female education. He has opened 3 new female schools during the year. They are as yet of course in an elementary state. The Deputy personally examined the female school at Kinhai and reports the gratifying fact that Shrimant Ayi Sáheb, the elder wife of the Chief, takes a special interest in it and sends her own daughter to it to be educated. This example has had its effect on others, and the daughters of some of the chief officials attend the school. All the young ladies of this rank were found to be making good progress. The majority of the children attending both boys' and girls' schools are Bráhmans and cultivators. The remarks made last year as regards school-buildings and the lowness of salaries of masters still hold good, but on the whole, progress has been made during the year.

"**Bhor State.**—The number of schools in this State continues the same as last year, *viz.* 28, whilst that of scholars shows the slight decrease of 23, being now 931. Of the 28 schools existing at the close of the year under report, the one at Bhor and the one at Uranwade are second grade Anglo-Vernacular schools, two are girls' schools in the same places, and the remaining 24 are primary boys' schools, including a Sanskrit school. The second grade Anglo-Vernacular school at Bhor is favourably reported on, while the female school is said to be in a declining condition and not well looked after. The second grade Anglo-Vernacular school at Uranwade, as stated last year, is taught by a Matriculate, has advanced from Standard II. to Standard III. and is reported to be in a fair state of efficiency. The female school at Uranwade continues in the same state as last year and does not appear to be

making much way. Of the 24 primary schools, 11 are in the Poona districts, 7 in the Satára districts and 6 in the Kolába districts. The Poona schools are reported to have improved in efficiency. Of the Sátára schools the one at Bhor is very favourably reported on, 3 are said to be doing well, and the remaining 3 to be in a poor condition. All the 6 schools in Kolába are upper primary, and the results of their examination are reported to be satisfactory, but the Kolába Deputy observes: 'what struck me most in these schools was the little encouragement given to Kunbis and other depressed classes to educate their sons, and the salaries of the masters which, considering the quality of their work, appear to me rather low.'

"**Akalkot State.**—The number of schools has again risen from 23 to 24, and that of scholars from 985 to 1,095, showing an increase of one school and 110 scholars. Of the 24 schools, one is a second grade Anglo-Vernacular school, one is a girls' school, and the rest are primary boys' schools, including 3 Hindustáni schools. Excepting two of the three Hindustáni schools, all the schools in the State were examined during the year. The second grade Anglo-Vernacular school at Akalkot is reported to be in a very gratifying state of progress. It presented 31 boys for examination under the first three Anglo-Vernacular standards, of whom 19 passed under all heads. The girls' school at Akalkot numbers 34 girls on its rolls—all Hindus, of whom 14 are Bráhmans—,and is reported to be doing fairly well. Two of the 3 Hindustáni schools were opened during the latter part of the year. They are yet in the first stage of school existence, while the old Hindustáni school at Akalkot with 50 scholars on its rolls is now well established and flourishing. Of the remaining 19 primary boys' schools, 6 are reported to be in an excellent state, 8 in a good state, 2 in a fair state, and 3 in an indifferent state of progress. The night school at Mandewadi, reported on last year, had to be given up, as so few cared to attend.

"**Phaltan State.**—The number of schools in this State continues the same as last year, *viz.* 17, while that of scholars shows an increase of 82, being 819. Of the 17 schools, one is a second grade Anglo-Vernacular, one is a female school, and the rest are primary boys' schools. All these schools were examined in the course of the year by the Assistant Deputy Inspector, Poona, who reports favourably of the second grade Anglo-Vernacular school at Phaltan, but somewhat unfavourably of the girls' school. Of the 15 primary boys' schools 8 did pretty well in examination and 7 showed that there was large room for improvement.

"**Jath State.**—This State is still under the management of the British Government. The number of schools shows a decrease of 1, being 18, and that of scholars a decrease of 24, being 696. Of the 18 schools one is a second grade Anglo-Vernacular school, one is a girls' school, one a Hindustáni school at Jath, and 15 are primary boys' schools. The decrease of one school is due to the closing of the school at Kumbhári on account of unsatisfactory attendance continuing for many months notwithstanding a change of masters and several warnings. The year it appears has been one of agricultural distress. All the schools were examined in the course of the year under report. The second grade Anglo-Vernacular school and its ancillary at Jath and the primary school at Umdi were found to maintain their usual efficiency. Most of the other schools also did well and are becoming more and more popular. On looking at the inspection reports I find that the 18 schools are classified in the following order of merit—3 excellent, 10 good, 1 fair, 2 indifferent and 2 bad. I have remarked in my previous reports that the schools in this State suffer very much for want of suitable accommodation. This want has now, owing to the action of the Joint Administrator, been to a great extent removed, and most of the schools in the State now meet in fairly comfortable quarters. A new school-house at Jath, which has been erected in the course of the year under the direct superintendence of the Joint Administrator, is said to be quite a model building of the kind and to be an ornament to the place, notwithstanding that the cost was moderate.

"**Modnimb Ta'luka of the Senior Miraj State.**—With the close of the year 1883-84, all connection of the Educational Department with this State as regards management, control and inspection of its schools, ceased. We now merely receive an annual statistical statement from the Kárbhári. According to this statement, the number of schools shows a decrease of 2, being 6, and that of scholars a decrease of 28, being 194. Of the total number on the rolls 21 are girls. One hundred and twenty-seven children are in the lower primary stage and 67 in the upper primary stage. The majority of the pupils are Hindus. The state of attendance is fair, the ratio of the average daily attendance to average monthly number on the rolls being 67 per cent. As the schools are not now examined by this Department, nothing can be reported regarding their internal condition or state of efficiency.

"**Jawha'r State.**—The number of schools in this State shows an increase of one, being now 7. Four of them are upper primary and 3 lower primary. The pupils are 247 on the rolls, showing a decrease of 23. A large proportion of the pupils are Kolis, Warlis and other similar tribes. Of the 84 boys presented for examination, 29 passed in all heads against 13 last year out of a total of 85 presented for examination. This is evidence of an improvement in efficiency. The state of attendance is fairly satisfactory and the majority of the scholars are cultivators.

"**Mundargi Ta'luka of the Kurundva'd State.**—The number of schools in this State has risen from 2 to 5, and that of scholars from 134 to 195, showing the very satisfactory increase of 3 schools and 61 scholars. During the year under report the upper primary school reported on last year was raised to the rank of a second grade Anglo-Vernacular school, and the lower primary school to the rank of an upper primary school and two new schools, one a girls' school and one a Hindustáni school, were opened. The majority of the scholars are Hindus and agriculturists. No educational cess is levied in this State. Excepting the Hindustáni school all schools were examined by the Deputy. They are all reported to be doing well.

"**Kuroli Petha of the Junior Miraj State.**—The number of schools shows a decrease of one, being 2, and that of scholars a decrease of 8, being 35. One of the two lower primary schools, reported on last year, was closed during the year under report, while the other was raised to the rank of an upper primary school; so that both schools now existing are upper primary. Both schools were examined during the year by the Sholápur Assistant Deputy who reported them to be in a fairly satisfactory state."

Regarding the group of Native States in the Southern Division, Mr. Patwardhan writes thus:— Southern Division.

"The schools examined by the Deputy Inspector, Kolhápur, and his Assistant were 124 and 75 respectively. The Deputy had also to examine 5 more schools in Kurundvád. The schools in the Miraj State, 30 in number, were examined by the state Deputy Inspector and were reported to be doing well. On the retirement of Mr. Moné, the Sángli Deputy Inspectorship was conferred on Mr. Anant Appáji Renavikar, F.E.A., Head-master, 1st Grade Anglo-Vernacular School there. He is a very hard-working and energetic young man and the schools will, it is hoped, improve under him. He examined 65 schools during the year. The schools in the Mudhol State, 21 in number, were examined by the Nyáyádhish of Mudhol, who is in charge of them. There are 33 schools in the Jamkhandi State which are examined by the State Deputy Inspector, but I feel sorry to state here that examination returns are not generally supplied to me by that officer. The schools in the Rámdurg and Savanúr States are respectively under the Deputy Inspectors, Bijápur and Dhárwár, who examine them every year and who have made a favourable mention of them."

CHAPTER VII.

EDUCATION OF THE VARIOUS CLASSES OF THE POPULATION.

78. **Educational progress of different Classes.**—In this Chapter two Tables are given which convey useful information from several points of view. They show which of the classes of the community are backward or forward in educational interest, and in what stages of instruction some sections of the community are content to break off their education. They illustrate also the tendency of different classes of the community to favour one form of educational agency in preference to another, as well as the tendency of certain agencies to choose a particular class of schools, and from this point of view they demand the most careful attention of those who would be content to entrust the instruction of the people to a single agency.

The first Table shows the class or caste of society to which the 438,416 pupils dealt with in this report belong. It is as follows:—

	1883-84	Per cent.	1884-85.	Per cent.
Christians	9,048	2·18	9,779	2·23
Hindus { Bráhmans...	82,849	20·04	87,810	20·02
Hindus { Others	255,465	61·80	271,290	61·88
Mahammadans	51,839	12·54	54,148	12·35
Pársis	10,880	2·63	11,849	2·70
Jews	849	0·20	918	0·21
Aboriginal and hill-tribes	2,389	0·57	2,622	0·59
Others	22	...	...	...
	413,341		438,416	

It would be possible to write a whole report upon these figures, but a very few remarks must suffice. In the first place Government may wish to know what space the several classes indicated above, which fill the space in our school-rooms shown in the Table, fill in the general population—what classes in fact are most backward and what the most forward.

Christians. Taking these classes in their order, I find that in the Native States there were only 107 Christians at school out of a Christian population of 6,837. We may therefore disregard this small contingent and compare the position which Christians occupy in our schools with their position in the population of British Districts. The Christian community is represented by 8 in a thousand of the population of the Bombay Presidency, but it secures in the school-rooms 22 seats out of every thousand. The denomination "Christian" includes, however, Europeans, Eurasians, and Native converts. Of the former almost the whole school-going population is at school, and the Eurasians are not very far behind. But the Native Christians, especially in Kánara and Thána, are very backward.

Bráhmans. The Bráhmans take 20 seats in the various schools out of every hundred. But deducting the figures belonging to Native States, I find that in British Districts 64,951 children of Bráhmans attend school, while the total Bráhman population of the Presidency is 664,411. Accordingly 9·8 per cent. of the whole class are at school. But this includes males and females, and of males I find that more than 18 per cent. of the male population of Bráhmans attend schools connected with the Department.

Other Hindus. The Hindus, belonging to other than the Bráhman caste, represent 70 per cent. of the British population and 74 per cent. of the Native States population; but as their children only claim 61·8 per cent. of the school attendance, they fail,

as a class, to maintain their proper position. The classification is however a wide one, and the upper castes are not backward, but the lower castes such as the Mhárs who number 1,197,730, or the 194,623 Mángs, are to a great extent left without any education at all. Mahammadans.

The Mahammadans are clearly backward as a class with their attendance of 12 per cent. since in British Districts alone they form 18·4 per cent. of the population. But in reality they are not so badly off as these statistics show; for if Sind be excluded, the Mahammadans contribute only 8 per cent. to the population of the Presidency. As I have dealt separately with the educational statistics of this class, I need not further dwell upon them here. The lamentable position of Sind is, however, a matter which cannot too often be represented. Its first want is that of an Inspector who can give to education the undivided attention which it specially requires in a Mahammadan province presenting such physical and social difficulties as Sind does.

The Pársis contend with Europeans and Bráhmans for the foremost place in educational interest. The community appropriates 2·7 per cent. of the school attendance, although only 4 in a thousand British subjects belong to this enterprising class. Deducting the 159 Pársi pupils in schools maintained by Native States, I find that in British India 16 per cent. of the whole Pársi community, both male and female, are at school. I pointed out just now that 9·8 per cent. of Bráhmans, male and female, were at school, so that it appears that the Pársis are far more advanced in educational interest than even the Bráhmans. This result is due to their appreciation of female education, and in this respect the Pársis and the Europeans show equally good results. Pársis.

It is hardly necessary to analyse the statistics for Jews. In British India there are only 7,952 Jews, while in Native States they number 1,071. They contribute everywhere 918 to our school returns. Jews.

The condition of the Aborigines cannot be regarded without an admission of the absolute failure of the Department to grapple with the question. Not 3 in a thousand of this interesting population are at school. In fact 930,000 persons are still lying outside the pale of our efforts. I think that the education of aboriginal tribes should form a section of the Chapter on special classes. The conspicuous failure of the Department might then stimulate effort, and attract private philanthropic enterprise. Experience elsewhere has shown that the Bráhman school-master fails as a teacher of backward tribes; our first need therefore is for teachers, and teachers belonging to the hill or forest tribes would be the best instruments. To attract them would require special interest and devotion to the work, while our common-place school would have to be replaced by a sort of combined indigenous school and a technical school. No other agency but private could supply these needs, and therefore I trust that Government will take into consideration our admission of failure, the neglected position of the forest and hill tribes, and the need for encouraging by special grants any private agency which will attempt to teach the Bhils, Kolis and other aboriginal tribes. Aborigines.

79. **Division of Educational work amongst the various Agencies.**—I now pass from the Table giving the total distribution of each class at school to one which will distribute these several contingents over every class of institution and every class of agency. The Statement will be found most instructive:—

Table of different Castes under Instruction in Government, Aided and Inspected Institutions.

Description of Schools.	I.—Christians.					II.—Hindus.												III.—Mahammadans.								IV.	V.	VI.	VII.	
	Europeans.	Indo Europeans and Eurasians.	Portuguese.	Native Converts.	Total.	Brâhmans.	Kshatris (Rajputs).	Kâyasths or Parbhus.	Lingâyats.	Jains.	Trading Castes (Banias, Bâtias, &c.)	Cultivators (Kunbis, &c.)	Artisans (Sonârs, Sutârs, Lohârs, Darjis, &c.)	Shop-keepers (Ghânchis Kachhis, Tâmbolis, &c.)	Labourers (menial servants, Dhobis, Bhâtis, Bhois, &c.)	Low Caste (Mochis, Dheds, Bhangis, Mângs, Mahârs, &c.)	Amils.	Miscellaneous (Bhâts, Vanjâras, Bharwâds Kubins, &c.)	Total.	Sayads.	Shaiks and Memons.	Mogals.	Pathâns.	Bhoharis.	Khojas.	Others.	Total.	Pârsis.	Jews.	Aboriginal and Hill Tribes.	Others.	Total.
Institutions maintained by the Department.																														
Colleges	53	30	61	4	148	479	56	65	7	14	135	15	24	2	..	..	..	..	797	3	3	1	3	1	6	..	17	282	12	..	..	1,256
Medical Schools	..	..	3	2	5	48	11	1	..	2	14	41	3	2	..	2	..	9	133	..	12	1	6	..	..	..	19	4	3	..	..	164
Engineering School	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	18	19	..	..	..	..	..	..	1	1	1	..	..	..	21
Agricultural Class College	..	..	..	..	..	40	..	..	..	2	4	..	..	..	..	..	..	..	46	..	..	..	..	..	..	..	..	..	..	..	..	46
Agricultural Class, Vernacular	..	..	..	..	..	..	..	..	..	..	..	9	..	..	..	..	..	..	9	..	1	..	..	..	..	..	1	..	..	..	..	10
Forest Class (College)	..	..	..	..	..	4	..	..	..	..	1	..	..	..	..	..	..	..	5	..	..	..	..	..	..	..	..	..	..	..	..	5
Schools of Art	17	3	23	..	43	39	11	29	..	..	15	14	36	1	..	..	..	..	145	..	..	..	..	..	1	5	6	48	9	..	..	251
Normal Schools for Masters	..	..	..	1	1	251	2	3	19	9	21	29	3	8	..	..	..	3	348	8	24	1	28	5	..	9	75	..	..	1	..	425
Do. for Mistresses	..	..	1	15	16	35	1	3	..	..	..	20	2	4	..	..	..	..	65	1	..	..	1	..	..	..	2	4	3	..	..	90
High Schools (Boys')	2	6	17	46	71	2,986	153	310	69	113	755	278	147	73	22	5	414	134	5,464	27	73	15	55	30	24	42	266	742	22	..	..	6,565
Do. (Girls')	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	47	..	..	..	..	..	..	..	..	..	13	..	..	62
Middle Class Schools, 1st Grade (Boys')	..	4	3	4	11	1,366	74	239	44	197	721	125	236	58	38	6	85	64	3,253	21	43	10	26	23	19	70	212	561	12	..	..	4,049
2nd Do. (Boys')	..	..	..	6	6	1	..	..	..	..	..	10	..	..	..	..	..	..	11	..	2	..	..	..	..	..	2	..	..	..	..	19
Primary Schools (Boys')	..	..	1	..	1	185	8	9	1	13	16	79	19	24	5	43	..	6	408	1	54	3	6	6	..	320	388	34	1	..	..	832
Do. (Girls')	..	..	..	1	1	23	9	..	..	..	..	29	2	..	..	..	..	..	63	3	13	..	1	..	..	..	17	..	1	..	..	82
Total	72	43	109	81	305	5,487	326	665	141	355	1,684	652	477	172	67	54	526	207	10,813	64	223	31	126	65	50	447	1,006	1,676	76	1	..	13,877
Institutions maintained by Local Fund and Municipal Boards.																																
Agricultural Class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	6	7	..	..	..	..	7
Industrial Schools	..	..	..	..	..	..	11	..	..	..	..	10	14	52	4	..	..	..	91	..	1	..	..	..	..	..	1	..	..	..	..	92
Middle Class Schools, 1st Grade Anglo-Vernacular Schools (Boys')	..	..	..	..	..	16	..	..	..	5	20	3	..	..	..	..	..	1	45	2	..	..	..	..	..	..	2	..	..	..	..	47
2nd Grade Do. (Boys')	..	..	32	17	49	1,696	40	85	303	39	321	213	154	38	33	3	191	65	3,181	12	66	13	12	..	..	5	37	145	14	7	2	..	3,398
Do. Do. (Girls')	..	..	..	9	9	2	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	11
Primary Schools (Boys')	..	5	330	1,297	1,632	48,824	5,903	1,820	26,234	8,027	23,071	56,542	21,461	5,825	9,056	4,773	1,038	10,627	2,22,411	2,906	14,917	1,830	2,652	3,595	1,404	6,401	33,795	1,842	231	1,894	..	2,61,805
Do. (Girls')	..	..	..	66	66	3,280	400	239	1,167	527	1,686	1,371	1,601	423	350	62	255	530	11,882	148	328	37	74	139	133	479	1,338	269	58	2	..	13,605
Night Schools	..	..	..	..	..	84	53	4	47	20	118	728	395	182	103	35	1	101	1,911	36	357	15	48	61	74	303	894	..	..	19	..	2,824
Total	..	5	362	1,388	1,756	53,902	6,407	2,139	27,751	8,618	25,216	58,867	23,625	6,520	9,606	4,873	1,485	10,724	2,39,523	3,195	15,669	1,895	2,786	3,795	1,616	7,226	36,182	2,116	296	1,917	..	2,81,789
Institutions maintained by Native States.																																
Colleges	..	..	..	..	..	43	2	2	..	..	..	..	..	..	..	..	..	..	47	..	..	..	..	..	..	..	..	..	..	..	..	47
School of Industry	..	..	..	..	..	6	9	..	..	..	1	..	17	..	..	4	..	..	37	..	..	..	..	..	..	6	6	..	..	..	..	43
Normal Schools for Masters	..	..	..	..	..	60	2	..	..	11	3	2	3	3	1	1	..	..	86	..	1	..	..	..	1	..	2	..	..	..	..	88
Do. for Mistresses	..	..	..	..	..	4	..	..	..	..	..	2	..	..	..	..	..	..	6	..	..	..	..	..	..	2	2	..	..	..	..	8
High Schools (Boys')	..	..	6	..	6	1,212	84	15	4	153	195	36	33	3	3	5	..	9	1,757	10	15	1	3	3	..	6	38	35	1	..	..	1,837
Middle Class 1st Grade (Boys')	..	..	1	1	2	1,010	30	24	16	372	317	37	49	11	7	3	..	22	1,898	7	14	4	7	5	28	5	70	10	..	1	..	1,981
Do. 2nd Grade (Boys')	..	..	..	..	..	331	10	7	32	31	25	42	16	1	9	1	..	6	511	2	16	..	4	..	1	..	23	6	2	..	..	542
Do. 2nd Grade Night School	..	..	..	..	..	1	..	..	..	4	5	..	..	..	1	..	..	..	11	..	3	..	..	..	..	..	3	..	..	..	..	14
Primary Schools (Boys')	..	..	76	20	96	18,112	2,699	290	4,949	10,125	11,397	10,635	7,134	1,217	1,558	723	..	2,465	71,304	521	4,133	539	658	1,061	2,139	4,470	11,521	77	7	326	..	83,531
Do. (Girls')	..	..	..	2	2	1,966	182	53	297	303	968	435	751	57	82	70	..	101	5,859	26	148	14	41	12	113	62	416	31	2	5	..	6,306
Night Schools	..	..	..	..	..	114	68	6	176	91	115	846	341	21	105	32	..	100	2,909	49	66	7	4	30	88	120	364	..	..	2	..	2,375
Police and Jail Schools	..	..	..	1	1	..	3	..	4	3	..	100	2	..	..	1	..	..	113	5	24	2	..	..	..	31	62	..	..	..	..	166
Total	..	..	83	24	107	22,859	3,089	397	5,478	11,598	13,016	12,120	8,351	1,313	1,766	848	..	2,793	83,629	629	4,420	567	717	1,111	2,370	5,092	12,497	159	12	534	..	96,938

Table of different Castes under Instruction in Government, Aided and Inspected Institutions—continued.

Description of Schools.	I.—Christians.					II.—Hindus.															III.—Mahammadans.								IV.	V.	VI.	VII.	Total.
	Europeans.	Indo Europeans and Eurasians.	Portuguese.	Native Converts.	Total.	Brâhmans.	Kshatris (Rajputs).	Káyasthe or Parbhus.	Lingáyats.	Jains.	Trading Castes (Banias Batias, &c.)	Cultivators (Kunbis, &c.)	Artisans (Sonárs, Sutárs, Lohárs, Darjis, &c.)	Shop-keepers (Ghánchis, Kachins, Tambolis, &c.)	Labourers (menial servants, Dhobis, Bhistis, Bhois, &c.)	Low Caste (Mochis, Dheds, Bhangis, Mángs, Mhárs, &c.)	Amils.	Miscellaneous (Bhâts, Vanjáras, Bharwâds, Rabâris, &c.)	Total.	Sayads.	Shaiks and Memons.	Mogals.	Pathâns.	Bhoháris.	Khojás.	Others.	Total.	Pársis.	Jews.	Aboriginal and Hill Tribes.	Others.	
Institutions aided by the Department or by Local Fund or Municipal Boards.																																
Colleges	2	..	8	4	14	69	1	18	..	2	16	4	4	..	..	..	1	2	117	..	1	..	1	2	..	..	4	96	2	..	..	233
David Sassoon's Industrial and Reformatory Institution.																																
Industrial Schools	..	..	2	50	52	13	4	2	1	..	16	75	27	3	16	21	..	4	182	1	101	..	1	7	7	..	117	32	4	..	..	387
Normal Schools for Masters	..	..	..	52	52	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	54
High Schools (Boys')	520	591	1,276	315	2,702	2,132	150	216	32	152	409	236	232	58	18	9	121	53	3,868	39	67	27	58	23	26	18	258	1,015	89	2	..	7,934
Do. (Girls')	449	488	63	5	1,005	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	25	18	..	..	1,048
Middle Class (Boys')	132	150	187	418	887	429	21	58	15	21	151	132	96	34	13	7	170	34	1,181	35	19	3	128	52	28	28	293	537	55	6	..	1,959
Do. (Girls')	203	481	394	194	1,272	22	..	47	..	..	3	1	8	..	..	..	..	81	4	..	..	..	2	..	3	9	319	11	..	..	1,602
Primary Schools (Boys')	..	..	8	755	763	332	93	35	116	154	851	661	602	220	257	685	503	192	4,801	70	212	24	226	202	209	353	1,296	2,348	154	3	..	9,365
Indigenous (Boys')	..	..	49	50	99	1,432	165	146	1,356	429	949	1,888	761	310	284	124	48	650	8,542	160	468	36	198	92	158	682	1,794	158	9	54	..	10,576
Do. (Girls')	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23	..	..	..	23
Night Schools	..	..	..	5	5	10	4	..	..	..	41	206	16	19	2	1	..	19	318	..	..	..	..	..	..	..	..	3	13	..	..	339
Schools for Girls	1	..	28	691	720	618	164	280	28	299	484	889	577	76	40	35	127	69	3,136	16	22	..	7	7	8	5	65	1,605	175	..	..	5,701
Sanskrit Pâthashâlla at Násik ..	..	..	..	..	..	71	..	..	..	..	..	..	..	..	..	..	..	..	71	..	..	..	..	..	..	..	..	..	..	..	..	71
Total ..	1,307	1,710	2,015	2,539	7,571	5,128	602	802	1,548	1,057	2,920	3,892	2,323	820	630	882	970	1,025	22,299	325	890	90	589	387	436	1,069	3,756	6,161	530	65	..	46,382
Unaided Institutions.																																
High Schools	..	..	..	..	..	31	..	44	..	32	71	1	..	1	..	..	..	9	189	11	2	2	..	27	31	..	73	1,133	..	..	..	1,397
Middle Schools (Boys')	..	3	..	..	3	279	11	31	..	14	83	10	25	5	2	..	..	47	507	..	..	..	..	5	74	..	79	55	..	..	..	644
Do. (Girls')	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Do. Night	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Primary Schools (Boys')	..	1	11	8	20	227	29	12	311	63	204	89	145	42	49	119	..	35	1,325	1	17	25	4	40	167	..	254	414	..	..	..	2,013
Do. (Girls')	..	..	..	..	..	3	1	..	..	..	4	..	1	5	2	..	..	3	19	..	..	1	..	..	..	..	1	133	..	..	..	153
Night Schools	..	..	..	..	..	35	..	..	..	..	..	..	..	..	..	..	..	..	35	..	..	..	..	..	..	..	..	..	..	..	..	35
Total ..	..	4	11	8	23	575	41	87	311	109	362	100	171	53	53	119	..	94	2,075	12	19	28	4	72	272	..	407	1,737	..	..	..	4,242
Institutions maintained by other Departments.																																
Police and Jail Schools (British Districts)	..	..	3	15	18	69	99	1	16	..	12	318	24	24	68	27	1	102	761	40	133	21	35	1	1	69	300	..	4	105	..	1,188
Grand Total ..	1,879	1,762	2,583	4,066	9,779	87,810	10,964	4,091	33,215	21,737	43,210	75,658	34,971	8,902	12,190	6,795	2,932	14,945	3,59,100	4,256	21,354	2,632	4,257	5,431	4,745	11,473	54,148	11,849	918	2,622	..	4,33,416

Lessons taught by the Table.

It is impossible to do more than indicate the directions from which the Table given above may be studied. It will be observed that I have departed from the practice of previous year by eliminating the designation of "inspected" schools, and by separating the really unaided schools, returned by the Inspectors, from the Government schools in Native States. The main duty of the Department is to enlist private agency and to direct educational operations. The enemy to be overcome requires all the forces we can marshall, and the strongest of all forces is private enterprise. It is therefore essential that aided and unaided private schools should be distinctly shown. The first reflection forced on one who looks at the above Table is the poverty of private enterprise. The Government or the official boards, both British and Native, educate at the direct expense of the tax-payer 392,557 pupils, while private enterprise educates only 44,671, or not 10 per cent. of the whole. Again, unaided schools are said to educate only 4,289 pupils, a fact which, if true, would contradict other figures in this report, from which I have inferred that an increasing and extensive demand for education according to departmental methods has been established. It is absurd to suppose that there are only 4,289 pupils awaiting entrance into the inner circle, and the removal of the shroud, which covered over both unaided and Native State schools as inspected schools, makes the absurdity patent. But the main interest of the Table lies in the opportunity it gives for pursuing the history of the education of each class throughout all stages. For instance, Christians find no education in the Native States, or in the unaided schools. Moreover, they only enter the British system in the higher grades, where the special colleges and the school of art attract them. They are practically absent from Arts Colleges and Government schools, but in the aided list their preponderance is clearly marked. The Table tells at once a history of a class which manages its own education up to the collegiate stage, whose middle and high schools contain primary classes, and whose girls receive an education extending to the higher secondary stage. Contrast this account with that which the tables furnish of the Bráhmans! It might almost be said of them that the Government system exists for their special benefit. They represent 4 per cent. of the population, but they fill 39 per cent. of all seats in schools maintained by the Department—45 per cent. of these in the boys' high schools, 39 per cent. in colleges, and 33 per cent. in the 1st grade middle schools. In the Native States their hold on the colleges and high schools may be said to be almost exclusive. In fact, the Government system is the mainstay of Bráhman education, just as the aided system is of the European education. The more expensive agency of departmental institutions mostly benefits the Bráhman class. Turning again to the state of Mahammadan education, its falling off in the higher grades of instruction is very marked throughout the Government institutions, both in Native States and in British territory. Here too the value of distinguishing the unaided list is at once apparent. For there appear to be 73 Mahammadans in high schools and 79 in middle schools. When it is observed that in Government high schools there are only 266 Mahammadans and in first grade middle schools 212, the suggestion at once occurs that the unaided schools, which teach these 152 Mahammadans, a small but valuable contingent, ought to be brought on the aided list. At least, they deserve careful inquiry when the inability of our State schools to attract Mahammadans is so patent. But I regret that the reports before me throw no light upon them. The Aboriginal tribes contribute one to the strictly Government schools, and only 65 to the aided schools. This at once indicates that our grant-in-aid system is not adapted to the work of evoking private enterprise in this branch of educational operations. I do not think that it is necessary to dwell at greater length on the Table, as the suggestions which it offers are endless. But, if the columns are followed throughout either horizontally or laterally, they will not fail to carry to the eye full information regarding the value of each class of agency and the wants of each class of the community. They will indicate that in addition to the fact, that the Government system is of one uniform type as regards instruction, the same agency is only adapted, or mainly adapted, to the wants of certain classes. The tendency of aided effort to confine itself to the education of some classes will also be apparent, and the conclusion is forced on the mind that, if greater variety is required, some radical change in the grant-in-aid rules is needed. I would specially call attention to the Normal schools which supply the first want in educational progress. Aided enterprise supplies only Christian teachers. Native States prepare only Bráhmans and Jains, while the British Government attains a fair degree of variety but educates no low caste or aboriginal school-masters.

CHAPTER VIII.

INSPECTORS' DUTIES AND RETURNS.

80. **Examination Returns.**—The general results of the school examinations held during the year will be found in Appendix L. Besides the figures there given for candidates passed under the 5th English and 6th Vernacular standards, candidates were passed at the Zilla examinations (for certificates qualifying for Government employment) as under :—

Division.	Collectorate.	1st Class Certificate, 5th English Standard.		2nd Class Certificate, 6th Vernacular Standard.	
		Number examined.	Number passed.	Number examined.	Number passed.
Central Division ...	Poona	66	25	318	78
	Sholápur	19	10	148	65
	Sátára	31	15	448	125
	Ratnágiri	12	3	349	91
	Thána	28	9	261	29
	Kolába	9	3	295	41
	Bombay...	41	11	135	19
	Total ...	206	76	1,949	448
North-East Division ...	Khándesh	25	14	190	47
	Ahmednagar	20	13	116	31
	Násik	10	5	163	41
	Total ...	55	32	469	119
Northern Division ...	Surat	60	19	187	71
	Broach	14	10	159	76
	Kaira	19	16	325	196
	Panch Mahála	...	...	84	51
	Ahmedabad	91	28	344	172
	Káthiáwár	3	2	3	3
	Total ...	187	75	1,102	569
Southern Division ...	Belgaum	34	9	316	126
	Dhárwár	39	10	524	224
	Bijápur	9	7	164	32
	Kolhápur	29	16	100	26
	Kánara	5	2	305	65
	Total ...	116	44	1,409	473
Sind	Karáchi...	26	11	54	40
	Hyderabad	72	28	229	52
	Shikárpur	118	30	403	161
	Total ...	216	69	686	253
	Grand Total ...	780	296	5,615	1,862
Corresponding figures for 1883-84...		702	311	5,238	1,771

The work which devolves on the inspecting staff in each Division will be better gauged by a reference to the next Table :—

Table showing the Number of Schools and Scholars examined in each Division.

Division.	European and Eurasian.				Anglo-Vernacular.				Primary.		Total.	
	High Schools.		Middle Class Schools.		High Schools.		Middle Class Schools.					
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division	7	819	10	360	10	2,495	62	2,540	1,416	50,501	1,506	56,724
North-East do.	..	..	2	26	4	530	31	715	965	25,517	1,022	26,788
Northern do.	..	..	2	37	12	2,140	41	2,178	2,016	77,517	2,071	81,872
Southern do.	..	..	7	101	6	1,143	60	1,634	1,370	42,096	1,443	44,974
Sind	4	323	3	45	5	885	17	774	329	13,021	358	15,048
Total ..	11	1,142	24	578	37	7,193	211	7,841	6,116	2,08,652	6,399	2,25,406

Present strength of inspecting staff.

81. **Operations of Inspecting Staff.**—These two sets of statistics pretty accurately represent the work of the Inspectors in each division, and it will be observed how heavy the task is in the Northern Division, with its large group of Native States. On the other hand, European and Eurasian schools are more numerous in the Central Division ; and in the same division the number of middle schools examined exceeds that of the other divisions. To perform the work of inspection, we have nominally five Inspectors, but in Sind the Educational Inspector is also the Manager of Encumbered Estates. Mr. Hart-Davies, who has combined the two offices with much ability, admits that he has been unable to do justice to the work of education, and throughout this Report I have shown in how many directions the want of a full-timed Inspector is felt. I hope that Government will be able to procure the necessary addition of a European Inspector to the graded list. This will be in accordance with the recommendations of the Education Commission, and when the needs of the Mahammadan population and the size of the province are considered, surprise will be felt at the gap in our Inspectorate arrangements disclosed by the position of affairs in Sind. Besides the Inspector for the Central Division, who is assisted by the Inspector of the North-Eastern Division in examining the higher secondary schools in Bombay, there are 8 Deputy and 6 Assistant Inspectors in the Central Division. The Deputy Inspectors for Mahammadan schools will be separately referred to. In the North-Eastern Division the Inspector is aided by three Deputies and 4 Assistant Deputy Inspectors. For the Northern Division there are now 5 Deputies and 6 Assistant Deputies ; in the Southern 4 of each class of officers, and in Sind only 3 Deputy Inspectors and one Assistant. The strength of our inspecting establishment, exclusive of Mahammadan Deputies, is therefore 5 Inspectors, 23 Deputies and 21 Assistant Deputy Inspectors. Of the Inspectors 2 are at the present time Native Inspectors, and we require longer experience before we can decide regarding the advantages of increasing their number. The work of an Inspector requires the full confidence of all educational agencies, some of which are very sensitive, and a genuine sympathy with private effort. I have been much disappointed at the attitude taken up towards aided schools by many of our Native head-masters. It is perhaps hard to require from a Hindu gentleman, proudly conscious of the superiority of his own caste and deeply attached to the Government system, a real interest either in the efforts of the lower orders of Hindu society or in the Mahammadan schools, while in the later developments of educational progress he lacks that personal acquaintance with the technical or special schools of Europe which helps an Inspector to encourage and to guide education in new channels. At the same time the experiment is wisely being made, and if the difficulties of Native Inspectors are sympathetically appreciated, I trust that it will in the end be successful. I have asked for a European Inspector in Sind, not only from a consideration of these inherent difficulties, but because the climate of that province is dreaded by the most qualified men in the Department, and moreover the Mahammadan difficulty there is one which would present insuperable difficulties to a Hindu gentleman of another province of India.

The reports of the Inspectors uniformly dwell on the extra work which the transfer of schools to the Municipalities has entailed in the year under review. This cause will be partially removed after this year. But a greater increase of work than that yet caused by any other event in the history of the Department must ensue from the progress which will henceforth be made in evoking private enterprise. The work of the Education Commission has already borne fruit in this Presidency, and I am glad to observe that the Inspecting staff generally appreciate the new position which they will occupy as advisers, patrons, and examiners of the work performed in the field of education by other agents than the servants of Government. Private enterprise will expand in different degrees in the different Divisions, and it will be necessary to watch its progress so as to give relief to the Inspectors where it is wanted. Mr. Kirkham, whose long experience enables him to discharge duties that would overtax others, reports that he examined and inspected 80 schools and visited 15, attended 10 Local Fund and Municipal meetings, held 48 business conferences, gave 3 days to the Educational Exhibition, and spent 19 days exclusively in travelling. He mentions specially the good work done by Ráo Sáheb G. B. Nené, Mr. Limayé, Mr. Sané, and Mr. Vaidya, but he also expresses perfect satisfaction with the whole of his Deputies and Assistants. I think that in the Central Division the development of private enterprise will require further assistance at no very distant date. In the North-Eastern Division, the Acting Inspector cannot speak from experience of the work of the subordinate inspecting staff. The Division is one in which private enterprise is urgently required, and although the work being done at Ahmednagar by the three missionary societies in the field is most conspicuous, there are several other centres, beside the whole field of aboriginal education in Khándesh, where similar effort is much required. Mr. Jacob laboured well with his remarkable devotion and his wide experience, and I have no doubt that a more varied and prosperous future is in store for this Division. But the staff of Inspectors is too weak to bear any strain of additional work. In the Northern Division Mr. Giles considers that the inspecting staff in Government districts, lately strengthened by the addition of 3 new Assistant Deputies, is adequate. I have noticed in this Report a certain decline in the usual progress in the history of education for the Division in the year under review, but Mr. Giles's absence on leave until Christmas was a great loss to the Department. The examination of the High Schools in Káthiáwár was thus somewhat retarded, and some delay occurred in Kaira owing to the Assistant Deputy Inspector being engaged in connection with the examinations of the High Schools. Mr. Giles mentions with satisfaction the zeal and efficiency of Ráo Bahádur Gopálji, the prompt discharge of his duties by Ráo Sáheb Mohanlál Ranchordás, the care shown by Ráo Sáheb Ganpatrám Gaurishankar Shástri, and the work of Ráo Sáheb Motirám Rájárám and Ráo Sáheb Manidharparsád Tápiparsád Desái. The Inspector of the Southern Division forms from the statistics a high opinion of the work of Mr. Rodda and of Mr. Karandikar, but he only joined the Division after the close of the year. Mr. Russell was Inspector during the year, and examined six High Schools, the Training College, and 15 middle schools. Mr. Russell witnessed the commencement and success of the remarkable movement which has raised the Southern Division from the lowest to one of the foremost places in educational interest, and he has bequeathed to his successor a position which should enable him to surpass all other divisions in educational results. Mr. Hart-Davies suffered from bad health as well as from the difficulties of his double duties. But his inspection work was careful and satisfactory. He pleads strongly for the need of a full-timed Inspector, and my own experience of the office fully confirms his view. He bears testimony to the services rendered by Mr. Alumal "whose tact, experience, and enthusiasm have been of the highest possible value." Mr. Ghulám Ali is also mentioned in terms of praise. To Mr. Hart-Davies himself the province owes much, for his half services have been of considerable value to education in Sind.

Divisional reports of work of inspection.

82. **Inspection of Mahammadan Schools.**—I have reserved the question of special inspection for Mahammadan schools. In the Chapter on Mahammadan education, I have expressed an opinion adverse to the separation of the Musalmán community from the ordinary schools. Some revenue officers, as Mr. Cooke for example, regard our Hindustáni schools as a "waste of money". The Anjuman clamour for more. Those which exist require inspection, and I hope that the Mahammadans will provide themselves with their

Mahammadan Deputy Inspector

own schools on the grant-in-aid system. To meet present and future wants, Government were pleased to sanction a Deputy Inspector for Hindustáni schools in each Division. No competent Mahammadan graduate acquainted with Kánarese has yet been found for the Southern Division. The result is that his work has been done by the Mahammadan Inspector of the Central Division, Mr. Mirza Abbas A. Beg, a man of energy and efficiency, but still over-weighted with the double charge. Some revision of the scheme will be necessary as the following facts will show. In the Northern Division, which has a Hindustáni Deputy Inspector, there were in the year under notice 32 schools with only 2,631 scholars. All the rest of Mahammadan pupils were in the ordinary vernacular schools. The North-Eastern Division, with another Hindustáni Deputy Inspector, had 29 special schools and 27 Hindustáni classes attached to vernacular schools containing altogether 2,299 Mahammadan boys. The Central Division had fewer boys, namely 2,241 in 34 special schools, and 9 special classes. But the Southern Division, which shares the time of the Hindustáni Deputy Inspector for the Central Division, had 38 special schools and 62 special classes attended together by 5,202 Mahammadans. The numbers in Hindustáni schools or classes in the south are thus more than double the number in any two other Divisions of the Presidency outside Sind. I have expressed my concurrence with Mr. Kirkham that we must give a patient trial to both developments of Mahammadan education. I think, therefore, that in the south where the progress of special Hindustáni schools seems assured, different arrangements must be made, and I am about to revise the distribution accordingly.

I cannot conclude this Chapter without repeating the need I have expressed already for strengthening, when necessary, the staff of Inspectors. All maxims are liable to contain only a portion of truth, but the maxim which is current in Holland—"as your Inspection is, so are your schools"—will obtain a greater importance in India as education becomes more and more decentralised and distributed amongst the various agencies. The Government of India called special attention to the need of supervising the new School Boards in their educational duties, and the short experience we have had of the change accentuates the caution. I am inclined to think that the creation of the post of an Assistant Inspector, on Rs. 300 a month, will be found the most economical and satisfactory method of relieving the strain upon our Divisional Inspectors in the future.

CHAPTER IX.

MISCELLANEOUS NOTICES.

83. **Contents of Chapter.**—The last Chapter fitly concluded the detached analysis of the figures set forth in Chapters I. and II. of this report. The expenditure was shown in the first Chapter, and in the second the results of that expenditure were tabulated. Those mechanical results have been reviewed, but there are others which require a short notice. In this Chapter some account will be given of the attempts to encourage physical exercise; of the growth of lending libraries; and of the steps taken to provide a healthy vernacular literature.

Difficulties of creating in India physical competition and education.

84. **Physical Education.**—Most of the Government High schools started their existence under English head masters, and it was natural that the English public school spirit should suggest the formation of clubs for sports and gymnasia, which in England have stamped physical individuality on the different schools almost as marked as their intellectual characteristics. But in India, where physical education is more needed, several obstacles to its progress have never yet been removed, and as the schools pass more entirely from under English management, the influence of some of these is more felt. The first obstacle is that of caste which impedes, if it does not prevent, combination even in the play fields, while the second is the inherent aversion of most Hindus from physical exertion. One other and greater difficulty is due to the impracticability of finding a suitable play-ground near to the High school. Most of our High schools are situated in the heart of the cities, and the private liberality which has given most of the English public schools their extensive play-grounds has not yet in India selected this direction for its application.

Central Division.

All High schools are not however in this position, and I can only attribute the break up of the Elphinstone High School Cricket Club, with its "maidan" close by and its very large number of scholars, to the causes which I first noticed. The loss is much to be regretted, and the cause assigned by the Principal, namely the temptation of joining other clubs, merely illustrates that absence of the public school pride and rivalry which it is so difficult to introduce into a school containing several castes in India. The gymnasia in almost all the schools of the Central Division are gaining ground in popularity, but after all they represent in-door exercise which is but a poor substitute for the more healthy exercise of the cricket field. Even in regard to these gymnasia, it is difficult to repress a smile when the Head Master of the Thána High School reports that the compound in which it stands is an excellent spot from which to make astronomical observations. In addition to this, the Sátára school boys are said to have already imbibed the pernicious lesson, taught by the Indian system, that gymnastics will not help them to pass the matriculation examination and are therefore to be neglected. Sholápur has still no gymnasium. When the High schools are thus destitute either of the means or of the wish to cultivate physical exercise, it is not strange that the primary schools should encounter greater difficulties owing to the want of funds. Mr. Kirkham remarks that:—

"In the Poona Collectorate for example there is not a single school with a gymnasium or regular play-ground. Three of the schools have small gardens and I am glad to encourage the keeping of these. In Sholápur things are somewhat better, the Deputy reporting that nearly 40 of our schools have a Malkamb or climbing pole. Ten of these schools have been provided with Malkams and Jodies (Indian clubs) from Local Funds. The compounds of the Mádha and Aklúj school-houses have been converted into neat play-grounds and the same thing is being tried at other places. In about 110 schools the game of Chendu Dandu (bat and ball) is regularly played after school. In Sholápur also keeping gardens is on the increase, about 10 schools small gardens have been laid out this year, against 2 during the previous year. Of these the garden in the compound of School No. I at Sholápur stands first and is creditable to the head master. In the Sátára Collectorate there are 25 gymnasia and play-grounds connected with primary schools. Seven regular gymnasia and play-grounds have been opened this year in various ways by aid from Municipalities and Provincial Funds or by popular subscriptions. No gymnasia or play-grounds are attached to any of the vernacular schools in the Ratnágiri Collectorate. The Deputy Inspector reports that the parents of boys show no appreciation of physical education. Gardening is pursued to a limited extent in some places, but there seems but little interest even in flowers. In the

Thána Collectorate there are neither gymnasia nor play-grounds attached to any of the vernacular schools, but the attempt to supply as many as possible with simple apparatus was continued with vigour and success. No less than 70 Local Fund schools were supplied by the people with simple gymnastic apparatus, in addition to the 15 schools reported last year, so that there are now 85 schools in which physical education is recognised as a matter to be attended to. There is I believe a prospect of one or two independent buildings for gymnastic purposes being constructed during the year 1885-86. There are now 16 school gardens against 9 reported last year, and 11 of them are reported as well looked after. Kolába is in much the same state as Ratnágiri, and the Deputy Inspector ascribes the prevailing apathy in the matter to the nature of the climate. About a dozen schools in this district are furnished with dumb bells and climbing poles, but very few boys are permitted by their parents to indulge in exercise. At Mángaon a gymnasium has been opened and some of the school boys have joined, but Kolába must be reported on the whole as both backward and indifferent with regard to physical education. With regard to the Island of Bombay I have to repeat my report of last year that neither play-ground nor gymnasium has yet been considered a necessary adjunct to a Bombay school. The buildings or rooms are all hired and we have to be satisfied with the best of the ordinary dwelling houses which are available. This is not a satisfactory state of things. I live in hopes that when once the Municipal Corporation has assumed charge of the primary education of the city, it will speedily manifest discontent with the wretched accommodation provided for the school children of the city and the complete absence of open spaces, play-grounds and gymnasia, and go to work in its usual business-like way to gradually introduce improvement. There are a considerable number of private gymnasia in Bombay attended no doubt by pupils of our schools, but we cannot be satisfied till the education of the body is considered an essential part of the day's work in our own schools, and each school is furnished with the requisite appliances for carrying on that education."

North-Eastern Division.

In the North-Eastern Division there is only a small beginning made in the direction of supplying physical instruction. The Acting Educational Inspector writes :—

"The gymnasia at the Ahmednagar High and 1st Grade Anglo-Vernacular schools continue to be well attended. The Head Master, Dhulia, speaks very favourably of the progress made by the boys in gymnastics which have been made a part of the course of instruction in the school. The Deputy Inspector of Khándesh reports that measures have been adopted to impart physical education at Taloda, Sháháda, Chálisgaon, Thalner, Nizámpur, and Chámpáner. He further adds, that the desire for physical education is increasing year by year and in the course of a few years, a large number of schools will have a gymnasium of their own. In the Ahmednagar District attempts have been made to start gymnasiums in some primary schools. But in the Násik District a most satisfactory advance has been made during the last 3 or 4 years and between 60 and 70 primary schools are supplied with the necessary simple apparatus free of cost by the villagers who take great interest in this part of instruction. About 800 boys go through the gymnastic course regularly every day and the performances of some of them are really very creditable."

Northern Division.

In the Northern Division a regular gymnasium is in course of construction for the Surat High School; but elsewhere it is in the Native States of Káthiáwár that physical apparatus is alone supplied with proper consideration for the wants of these institutions. The Rájkot cricket and foot ball clubs are doubtless stimulated by the healthy club of the Rájkumár College, but their sustained success stands in marked contrast with the untimely end of the club in the Elphinstone High School which ought to be stimulated by the competition of the numerous clubs in Bombay. For vernacular schools simple gymnastic apparatus is supplied to 83 schools, but Broach which is the best educated of all Districts can claim 54 of the whole number. Mr. Giles remarks that "the direction and inspiration of native games is now a recognised part of the duties of a master. Of our five districts, Broach is in advance of the others, but both in Kaira and Ahmedabad the general disposition towards athletic exercises is becoming annually more marked."

Southern Division.

Mr. Patwardhan, whilst recognising the importance of physical education, dismisses the subject in a few words and without supplying any statistical information. The only schools supplied with gymnasia in the Southern Division are the Dhárwár High School and the Training College, besides the Kolhápur College in Native territory. The Inspector remarks briefly about the vernacular schools as follows :—

"Gymnastic exercises and native games seem to have been in favour with boys in some villages, as is apparent from the small contributions given by the people for the purchase of a few Jodies (clubs) and Malkams."

Mr. Hart-Davies furnishes the following account for Sind :—

"The three High and one normal schools are the only institutions in which there is anything like physical education imparted. All of these except the Shikárpur High School have each of them a gymnasium attached to it; and prizes are annually given to the best boys in their way out of each school from a fund privately collected. At the gymnastic games of two out of the three institutions I was myself personally present and found that the boys look to these games with a considerable degree of energy. In addition to these gymnasia there are cricket clubs attached to each High school. The N. J. High School club is very well reported on. This year the Right Honourable Sir James Fergusson, Bart., K.C.S.I., and C.I.E., late Governor of Bombay, presented a boy with a bat for his good average." Sind.

85. **Public Libraries.**—Government by a Resolution No. 252, dated 6th of May 1868, approved of Sir Alexander Grant's proposal to register libraries worthy of aid, and to give to them a copy of each book purchased from the fund for encouraging literature. There is however little opportunity now of their benefiting by this connection, as the department has only occasionally funds for the patronage and free distribution of books. The connection should not however be broken, if it only enables the department to tender disinterested and sound advice on the occurrence of such incidents as recently gave notoriety to the Andrew's Library at Surat. I find that the official list at present contains the names of 30 libraries in the Central Division, 40 in the Northern Division, only 14 in the North-Eastern and 15 in the Southern, while Sind has only 7 general libraries. The distribution of libraries is pretty generally what might be expected from the statistics of higher education. In the year under review the additions to the list were represented by 2 new libraries at Trimbak and Bhusaval in the North-Eastern Division, by 4 in the Northern at Sachín, A'mod, Kapadvanj and Sháhápur, and by one at Gad Hinglaj in the Southern Division.

86. **Encouragement of Literature.**—In threshing out the figures of expenditure given in paragraph 4 of this report, there remain three items which furnish topics for this and the succeeding paragraphs. Under numbers 12 and 14A in the Table of Provincial Expenditure there occur two items, *viz.*, Rs. 2,888 grant for the encouragement of literature, and Rs. 788 for the issue of books gratis. These two items aggregate Rs. 3,676. The third item is the Dakshina fund which will form the subject of the next paragraph. Here I have to deal with the expenditure of Rs. 3,676 made up as shown above. The Department has from early days been to a small extent a patron of literature. It patronises either useful European works which are presented to the chief educational institutions. These works are sent to Government for patronage, and referred to the Director for report. Other works patronised are useful books which are brought out by Native authors, who are thus encouraged by a limited patronage to provide useful literature. The Court of Directors' Despatch No. 49, dated 19th July 1854, in paragraph 70, called attention to the course recommended by Mr. Elphinstone in 1825—"Namely that the best translations of particular books, or the best elementary treatises in specified languages, should be advertised, and liberally rewarded." I hope that the demands of educated thought and inquiry, which the department has created, afford the best patronage to literary effort; but as a slender help to this object the department spends the small sum allotted to it, and adds to it, as it is able, from the savings of the Dakshina grant. The funds at our disposal are but a part of the encouragement which the department can give. Every year the number of competitors increases, and the money grant is usually spent in the first few weeks of the year. But the department can always approve of a book and add it to its list of prizes or even of text books. The examination of the works submitted for patronage is, however, becoming an onerous addition to the duties undertaken by the Department. The work is performed by the help of the Vernacular Committees and the translators, regarding whom a brief account will be presently given. Here I may mention that the largest items of the expenditure of Rs. 3,676 were, Rs. 500 for Mr. Malabari's "Translation of the Hibbert Lectures;" Rs. 291 for the "Indian Antiquary;" Rs. 1,000 for Professor Monier Williams' "Religious Thought and Life in India," and for "Selections from the writings of Mountstuart Elphinstone;" Rs. 500 for Babu Pratapchander Roy's Translation of the Mahabharata; and Rs. 428 for Messrs. Chanhan and Deshpande's Goldsmith's Comedies with notes. Expenditure for gratis fund, and grant for encouragement of literature.

Work of the Vernacular Committees.

I mentioned the work of the Translators and Committees, and I may take the opportunity of referring to a complaint that authors do not always receive proper treatment for their literary works. Such complaints are to be expected, but I have every reason to believe that the committees, which render gratuitous aid to the department, as well as the Government translators, perform their duties as satisfactorily as can be wished. I am not sure that the time has yet arrived, when the department might refuse to spend any more money on the patronage of books. The profession of publishers has still to be created in India. There are plenty of printers, but no firms at present competent to select works of native authors. Therefore, I think the department must struggle on with its invidious task of public critic, and since it is necessary for it to be economical it can only employ such voluntary agency to aid its officials as it can find. The suggestions which I have received for the improvement of the agency are simply prohibited by their cost, and I am glad therefore to bear testimony both to the value and the ability of the committees. At the same time it is inevitable that in the scramble for patronage the motto of "First come, first served" should often be applied; and authors who do not secure rewards need not be discouraged by their failure. During the year under review the committee for the encouragement of Marátha literature was strengthened by the addition of Ráo Bahádur Náráyan Bhái Dándekar, formerly Director of Public Instruction in Berár, and Mr. Apte, the well-known Principal of the Fergusson High School.

Work of the Translators.

The Translators were very busy in each of the four vernaculars. The Maráthi Translator reported on 36 books, continued the translation of Dr. Hunter's History of India, and revised a Dictionary, and other school books for the press. The Gujaráti Translator reported on 27 books submitted for patronage, and advised the committee on several more. He corrected the proofs of a large number of text books, and went on with the translation of Dr. Hunter's History. The Kánarese Translator finished the history, and Dr. Cooke's Mensuration, revised several works for the press, and reported on 9 books referred to him. The year saw the completion of a school book series begun in 1878, and the publication of five new school books in Kánarese. The Sindhi Translator finished Dr. Cooke's Mensuration, and laid a few books before the committee. The work of the Sind office is necessarily not so heavy as the work in the more advanced divisions.

Purity of our Text Books.

I cannot dismiss the subject of revision of school books without reference to the responsibility which the Department incurs for the purity of its text books. I have received and encouraged complaints from outside opinion as to the inclusion in our school books of passages from classical works which are of an immoral or irreligious character. I do not, however, think that the charge is generally well-founded. There are undoubtedly passages in our older poetry books, which reflect the impurity of Indian thought. Such passages as I have found objectionable will be eliminated from future editions. In regard to objections taken on the score of religion, I do not entirely agree in those who would expurgate passages of a mythical or idolatrous character. The department must take society as it finds it, and not despoil Indian literature of some of its gems, because they extol the actions of the gods of the country. But I take this opportunity of impressing upon the Translators that it is their duty to bring to notice any passages that offend against morality, or are calculated to wound the religious feelings of large sections of the community. The Department is answerable for the books it prints, and the literature of the country is sufficiently rich in poetry of a high tone to enable the editor to spare any passages of a doubtful character. In regard to works submitted for patronage I have received valuable assistance from the translators, who have never failed to bring to my notice offensive passages. Some of the books which have been submitted would disgrace a gentleman's library. Others again represent views in which I most cordially concur, but as they enter into religious or social controversies I have neither authorised their admission to the prize list, nor encouraged them with State funds. It is important that authors should bear in mind that the Department is bound by a policy of strict religious neutrality, and that as a rule it is educational works only, fitted for young eyes, which it is able to patronise. With these remarks, I will conclude my notice of this subject by expressing the high value which I attach to the work done by our Translators.

In particular, Mr. Rawji S. Godbole, and Ráo Sáheb Mahipatrám Ruprám Nilkant, C.I.E., appear to me to possess a critical faculty and a literary spirit of very high order.

87. **Sanskrit Series.**—Of late years the annual report has not contained any account of the progress made in developing the scheme of Professors Bühler and Kielhorn for bringing out a series of Sanskrit classics. The plan was given at length on page 197 of the Annual Report for 1865-66, and in accordance with it the department bears the cost of printing, remunerates the editors, and places the publication of the works under the supervision of the Sanskrit Professors in the Elphinstone and the Deccan Colleges, who invite scholars to join in the undertaking. I print below the report of the present Superintendents Dr. P. Peterson and Dr. R. G. Bhandarkar. I may add that Dr. Peterson has continued his search for Sanskrit manuscripts and the results have been published by the Bombay Asiatic Society. Her Majesty's Secretary of State has expressed a favourable opinion of the results of these inquiries. Report of the Superintendents.

The Superintendents of the Series write as follows :—

"We have the honour to submit a short statement of the progress made in connection with the Bombay Sanskrit Series since August 1882, when the superintendence of the series was entrusted to us jointly.

"2. A considerable time had elapsed since the institution of the series, and there was some misapprehension* in the minds of scholars as to the intentions of Government with regard to continuing it or not. We deemed it advisable to re-issue the original prospectus of the series, accompanied by an invitation to scholars in the Presidency to submit proposals. Copies of these papers were sent by us to scholars throughout the Presidency. Proposals were subsequently received, and accepted as follows :—

From Professor A. V. Kathavate to undertake an edition of the Kâvyaprakâsá, or such part of that book as is set for the University examinations.

From Mr. Y. V. Athalye to undertake an edition of the Tarkasangraha.

From Mr. L. R. Vaidya to undertake an edition of the Venîsamhara.

From Dr. A. Führer to undertake an edition of the Srî Harshacharita.

From Mr. N. B. Godbole to undertake an edition of the Mrichchhakatikâ.

From Mr. K. B. Pathak to undertake an edition of the Shatprâbhritatîkâ.

From Mr. R. H. Gunion to undertake an edition of Dandin's Daśakumara-Charita, Part II.

"3. The Superintendents themselves at the same time undertook, Professor Peterson to prepare an edition of the University Selection of Hymns from the Rig Veda and Professor Bhandarkar in conjunction with Mr. S. R. Bhandarkar to prepare an edition of the Uttara-râmacharita.

"4. Sanction was subsequently obtained for an edition of Vellabhadeva's Subhâshitavali to be prepared by Professor Peterson in conjunction with Pandit Durga Prasada, and for an edition of the Hitopadesâ undertaken by Professor Peterson.

"5. Considerable progress has been made with many of these books, and several of them will appear shortly. Dr. Führer's Harshacharita and Dr. Peterson's Hitopadeśa are in the press. The whole of the text of Vallabhadeva's Subhâshitavali has been printed, and the book will be published in the course of a fortnight. Mr. Dvivedi's Tarka Kaumudi has been delivered to the Superintendents and will be forwarded for publication immediately.

"6. Of books for which sanction had been obtained previous to August 1882, Professor Kathavate's edition of Someśvara's Kirtikaumudi and Dr. Führer's edition of the Vâsishthadharma Śâstram were published in 1883. Mr. K. T. Telang's edition of the Mudrârâkshasa was published during the course of last year. The same scholar has now recently put out a new and revised edition of his Bhartrihari. Mr. Shankar Pandit's Gandavaha is now in the press. The publication of Dr. F. Kielhorn's Mahâbhâshya has continued uninterruptedly and that book is now almost complete. During the past year, Dr. Peterson has been engaged in a revised edition of his Kâdambarî of which the first volume was published in January. The second is in preparation and will follow. Dr. Peterson's edition of the University Selection of Hymns from the Rig Veda has been delayed by, among other things, the change made by the Syndicate in the hymns selected : but he confidently expects to publish the book, which is now in an advanced state of preparation, in the course of the current year.

"7. The Superintendents would have been glad if they had been able to report more of these books as actually finished and published than is the case. The preparation of a trustworthy edition of a Sanskrit classic is, however, not a light undertaking, and is apt to

* Mr. Telang in the Preface to his Mudrârâkshasa speaks of having laid aside that work for several years on account of having been informed that the Department could not afford to go on with the series.

extend over a series of years. It is a matter of great gratification to the undersigned that largely, through the steps referred to at the beginning of this letter, so many competent scholars are actively engaged in prosecution of the important undertaking committed to their superintendence, and they trust that the Director and Government will not be dissatisfied with the amount of progress they are able to record."

Dakshina Expenditure.

88. **Dakshina Fund.**—I mentioned just now another item of expenditure which remained to be threshed out. It appeared in paragraph 4 under the title of Dakshina Fund with an expenditure of Rs. 17,166, but a note under the Table in paragraph 3 explained why Rs. 1,546 were excluded as being non-educational charges. The total expenditure is thus accounted for:—

	Rs.	a.	p.
Allowance to Bráhmans	989	6	10
Do. to teachers and students	12,425	6	5
Payments to authors	4,362	12	0
Prize Committee and Accountant...	934	7	0
Total ...	18,712	0	3

The Dakshina Fund and the Prize Committee have found a place in the annual reports from the year 1861-62, but when the Education Commission framed its recommendation given at page 437 of the report, it was compelled to admit that the full facts were not known to it. The requisite information could not be found in the annual reports. The recommendation referred to is not the only event in the past year which has directed curiosity to the origin and position of the Dakshina Fund. I have therefore considered it advisable to show the origin and present position of the fund: the authority for the institution of Dakshina fellowships; and the authority on which the Prize Committee rests.

History of the fund.

The Dakshina Fund was founded originally by the Dhabaray, Senápati of the Maratha Empire, apparently the Khanderáo Dhabaray, whose successful raids on the traffic of the road between Surat and Burhanpur, and whose victory over Zulficar Beg secured for him the position of Senápati from Shao nearly 170 years ago. The fund was an assignment of public revenues, thus collected, for the support of Bráhmans versed in the Shastras. The Peshwas continued the fund, and at the time of the conquest about Rs. 85,000 are believed to have been spent annually on these charitable grants to Bráhmans. Mr. Elphinstone determined to continue, in some measure, the liberal assignment made by the previous Government; and he fixed the contribution from the public revenues at Rs. 50,000. A few years later Government, in renewing the grant, described it as a free gift imposing no obligation to permanency, and no guarantee against fresh arrangements for its distribution hereafter. Rs. 20,000 were accordingly assigned for a Hindu college at Poona, and the Dakshina Fund was thus reduced to Rs. 30,000. The objects on which the assignment of Rs. 30,000 were to be spent were in 1837 declared to be "the general purposes of promoting education and rewarding those who distinguished themselves in the acquisition of science." In 1849 an annual sum of Rs. 3,000 was set free for "proficients in useful branches of literature" and for "prizes". As lapses occurred owing to the deaths of annuitants more funds become available, and additions were made to the Poona College, and to the sums administered by the Prize Committee. It was in the year 1857 that a radical change in the history of the fund commenced. The Director of Public Instruction preferred a formidable indictment against the mal-administration of the fund. Mr. Howard reported that "notorious bad characters" were enjoying annuities. He showed the objects upon which the fund was expended, including, besides the annuities, the establishment of the Principal of the Poona College, and "grants to female and low-caste schools, and the salaries of college examiners", with which he did not propose to interfere. The Director next criticised the operations of the Dakshina Prize Committee, and finally arrived at the goal of his report, namely the foundation of fellowships. This scheme will be noticed presently. Here I follow up the history of the fund. In Despatch No. 15, dated December 30th, 1859, the Secretary of State directed that the separate account now kept of the fund should be discontinued, the pensions being paid out of the general revenues and no new pensions granted. He also approved of the fellowship scheme. Subsequently the Civil Auditor in June 1861 called notice to the fact that the total provision unallotted to the

Poona College was Rs. 21,823 a year. It was proposed to allot a further annual grant of Rs. 1,140 to the Poona College, and the balance was therefore Rs. 20,683. This sum has ever since been provided by Government as a political grant, and it forms the budget provision from which the expenditure of Rs. 18,712-0-3 was met in the year under review. No more pensions have been granted, and the fund ceases to exist in the sense in which it existed prior to the orders of the Secretary of State. But it has been devoted to the maintenance of fellows and to the encouragement of literature under the orders of the Director who has consequently shown the annual expenditure in his Report. The authority of the Director was finally fixed by Government Resolution No. 311, dated May 21st, 1866, which gave him discretion to allot the means at his disposal in general accordance with the proposals approved by the Secretary of State, provided that the sanctioned assignment was never increased. Thus was created the assignment now spent on fellowships, and other educational objects, and it remains to notice the scheme of fellowships, and the work of the committee for the encouragement of literature. But before doing so, I may point out first that the original Dakshina Fund was not, in British times, exclusively spent on Bráhmans. Female education and low-caste schools were supported from it. Secondly the fund was always a part of the general revenues contributed by the tax-payer, whether these revenues were collected by plunder before the conquest of the Deccan, or by regular taxation after the conquest. Moreover the British Government, from the earliest period, reserved its right to distribute the assignment as it pleased, and even to withdraw it altogether. Thirdly, the assignments withdrawn from the fund and devoted to the Poona College rest upon the same basis as the fund reserved for fellowships or annuities, that is on the general revenues, and are governed by the same declarations of principle as were applied to the latter fund. Applying these facts to the Commission's inquiry, I think that Government might take account of their expenditure on the College of Science, or generally on education in Poona as relieving it from any moral obligation to maintain in perpetuity the Deccan College. Even if a moral or tacit obligation rests on Government to provide for ever an expenditure of Rs. 50,000 a year on education in Poona, thus maintaining the allotment originally provided by Mr. Elphinstone, I find no obligation to maintain the connection of Government with any particular institution in Poona on account of the origin of the Dakshina Fund.

Conclusions drawn from the account given.

The origin of the Dakshina fellowships has already been described. Two questions regarding them have been raised by the Education Commission. The first question concerns their award to the graduates of Government colleges, the second concerns the nature of the fellowships and the duties assigned to the fellows. The Education Commission took note of the increasing number of graduates turned out by aided colleges. If the Dakshina fellowships are paid for from public funds, the inquiry was suggested why the graduates of aided colleges should not be eligible for competition for these prizes. The second question may be stated thus. The holders of these fellowships are engaged in giving lectures in the Government Colleges at Poona, Bombay and Ahmedabad. Most of the fellows are studying for the degree of Master of Arts, and the fellowship is more like the "foundation scholarships" at Cambridge than the fellowships of the English Universities. Is it wise to turn these fellowships into college tutorships given to students who are still studying for their degrees? These two questions cannot be answered without an examination of Mr. Howard's scheme which was approved by the Secretary of State. Mr. Howard's first letter No. 328, dated February 27th, 1857, proposed that the examination for the election of Dakshina fellows should "be open to all castes and countrymen." "Candidates would have to show that they have received a good general education, and are thorough Marátha scholars, and further must exhibit a special acquaintance of a superior kind with some branch of useful knowledge as Law, Natural Science, History or Mathematics." The fellowships were to be probationary for 3 years, then to rise to Rs. 80, and after a further period of three years to Rs. 100. It is thus clear that the fellowships were not to be tenable, as at present, for only a year. But Mr. Howard remarked that experience only would show "what remuneration will command the services of really learned and scientific men." Each Fellow was to deliver a course of lectures in the Poona College and publish one treatise every year. The object was more clearly

Dakshina Fellowships.

stated as that of "stimulating and concentrating the energies of our ablest young men for the best years of their life on those pursuits for which they have a particular aptitude. We should rear a race of Native Savants and Pandits whose acquirements would command the respect of Europeans and of their own countrymen." "What we want, is a race of Native authors who being full of sound learning and European science would, out of the fulness of their minds, write books of authority fashioned in Native moulds of thought." Mr. Howard in a subsequent letter No. 1561, dated 7th of July 1858, recognised the inconvenience of giving to the Poona College the whole advantage of these Fellowships. Accordingly he proposed to include the only other College, then existing, in the scheme. "The University system will most probably create a demand for private tutors, and the Dakshina fellows may most usefully be permitted to increase their income in this way." He proposed 5 senior Fellowships on Rs. 100 a month with allowances to 3 Fellows of 1,680 per annum: and 10 junior fellowships on Rs. 50 a month with allowances aggregating for 8 of them Rs. 840 a year. The junior Fellows were to be shared by the 2 colleges, and one was to be selected for proficiency in Gujaráti. These junior Fellows were to be selected by examination held by the Director in Bombay, and the following clause is noteworthy. "The competition is open without reserve to all persons who have taken the degree of B. A. in *an Indian University*, provided that each candidate must be conversant with one of the vernacular languages of the Presidency, that is to say, either Maráthi, Gujaráti, Hindustáni, Kánarese, or Portuguese. Junior fellowships are tenable for 5 years with a power of re-appointment for 2 years." The senior Fellowships were reserved for M. As. to "be appointed by examination to be held in Bombay as vacancies fall in." The senior Fellows were to be attached to a Government college and to give instruction to the students. Government Resolution No. 1846, dated 21st July 1858, approved of these proposals. The Secretary of State approved of the scheme, but suggested that the examinations should be held at Poona, and the subjects should be such as would encourage learned Hindus to compete. From this review it will appear first that the Fellowships were intended to be open to all competitors, irrespective of caste and even irrespective of college, provided they were graduates of an Indian University, and were to be awarded as the result of a competitive examination: and secondly that the idea of the Fellows being attached to colleges as tutors was part of the original scheme as modified by Mr. Howard and sanctioned by Government The rapid increase of salaries to Native officials, which recent years have witnessed, proved incompatible with the retention of the Fellows at the colleges on these terms. Hence the Fellowships have constantly changed hands, and at present they are held by graduates in the Government Colleges at Poona, Bombay, and Ahmedabad, who are selected by the Director without examination from the most promising students in the Government colleges. A return to the old scheme of public competition, to which the students of all Colleges shall be eligible, would meet one of the views enunciated by the Education Commission, and also correspond with the original intentions of Government. During the year under review the expenditure on Fellows, and other teaching staff whose charges are borne by the grant, amounted to Rs. 12,425 against Rs. 11,728 in the previous year.

Dakshina Prize Committee

The Prize Committee also forms a charge on the Dakshina Fund, and the origin of this committee may be briefly traced. When, in 1849, Government assigned Rs. 3,000 from the fund, as already described, for the encouragement of literature and for prizes, the Agent for Sardárs, who then solely administered the whole fund, was assisted in the new duties entrusted to him by a committee of six officials with three others to be appointed by the President. In 1851 a "general fund for the encouragement of Native literature and education" was created out of part of the lapses in the list of annuities to Bráhmans, and the committee of administration was then called the Dakshina Prize Committee. It consisted of the same members as before. Such was the state of affairs when the Director wrote his letter No. 3200, dated February 27th, 1857, and in consequence of that letter the Prize Committee was abolished from April 30th, 1860. But Mr. Howard had recommended its reorganisation, and on June 19th, 1861, Government informed the Director that the reply of the Secretary of State warranted "the application of a portion of the grant to the encouragement of Native literature."

Accordingly on July 10th, 1861, the Director recommended that five gentlemen should be gazetted as members of this committee, and that the establishment should be kept up. Government on July 31st, 1861, sanctioned the proposals, and the Prize Committee, thus reconstituted, has been entrusted ever since with the task of reviewing and rewarding books submitted for the patronage of the Department. The expenditure of Rs. 934-7-0 represents the expenditure on the establishment, whilst the payment to authors of Rs. 4,362-12-0 represents the practical encouragement of literature. The following charges form the chief assignments made for the purchase of books. The Honourable Kashináth T. Telang, C.I.E., received Rs. 765 as an Honorarium for editing for the Sanskrit series Mudrârâkshasa. 100 copies of Mr. Mahádev Náráyan Pandit's Vedarthyatna cost Rs. 650, and the same number of Mr. Kashináth N. Sane's Kavyaitihasa Sangraha cost Rs. 437-8-0, while for a translation of the Life of Peter the Great the author received patronage to the amount of Rs. 300. Other payments were on account of copies of the Saundarya Vali Natak by Mr. Baburáo Sakhárám, the Stribodhamrita by Mr. Bábáji Bijitakar, the Dadokrit Shishu Bodh by Ahilyabái Dadoba Turkhad, and Dadoba's Yashoda Pandurangi of which 300 copies cost Rs. 600.

The Secretary to the Prize Committee has furnished his annual report on the subjects fixed for prize works, and gives a list of books which received rewards aggregating Rs. 965.

CHAPTER X.

SHORT RESUMÉ.

Ways and means.

89. **Results of the year in quantity.**—The year 1884-85 was in every respect favourable to the interests of education, a department of the administration which is peculiarly sensitive to agrarian distress whether caused by failure of crops or by a malarious season. The season was not only free from any widespread visitations, but the public finances were in a position to meet additional demands made upon them. The public expenditure of the year Rs. 27,88,101-10-7, exceeded that of the previous year by Rs. 97,232-14-7 and private enterprise responded to the encouragement it received by spending, according to our returns such as they are, Rs. 49,249 more in the cause of education than it did in the year 1883-84. Altogether the funds, both public and private, expended on public instruction reached the sum of Rs. 41,43,843, in which are included Rs. 1,109 spent on police and jail schools. The four great contributors who applied this large expenditure to educational objects, were the Government of Bombay which provided more than 30 per cent.; the department which administered fees, local and municipal funds and all other local resources aggregating over 37 per cent.; Native States which supplied from all sources over 19 per cent.; and finally private enterprise which, whether aided or unaided, furnished only a little more than 13 per cent. of the gross expenditure. But throughout this report I have cautioned Government against implicit acceptance of the line drawn by the Inspectors between public schools and schools not recognized by the Department. I believe that our returns of private expenditure are incomplete, especially in the Southern Division, and that much of the expenditure on 70,719 scholars in institutions outside the circle of departmental care, and therefore outside this Report, is expenditure which might be added to the sum of Rs. 41,43,843, and the results due to it might be credited to the Department.

Results in quantity.

They are however omitted, and the output of the expenditure mentioned above is presented to Government as the education of 438,416 pupils, of whom 340,639 are in British districts representing 2·06 of the population at school, while 97,777 are in Native States representing 1·46 of the population at school. The combined figures represent an increase on last year of 25,075 pupils and of 391 schools. Of this increase 207 schools and 9,419 scholars are claimed by aided private enterprise, while Native States claim 83 institutions and 7,712 scholars. The Government schools show an increase of 2 with 1,386 pupils, while Board schools claim an increase of 7,491 scholars, and unaided institutions nominally show a decrease. Taking the whole body of pupils together, 105 Government institutions contain 13,877 scholars; Boards' schools contain 281,742; Native States claim 96,938; aided institutions 40,382; and unaided public schools the small sum of 4,289. The relative activity of the various educational agencies is thus apparent. But the gross outturn may be classified not merely according to educational agency, it may be distributed according to stages of instruction, and again according to sex. Taking the first division I find 1,536 in our colleges, of whom 802 attend Arts colleges, and 734 professional colleges; 18,843 attend the high schools with their lower secondary classes in some cases; and 15,356 the middle schools. Primary schools claim 400,919 pupils, of whom 375,049 are in boys' schools, and 25,870 in girls' schools, including 167 in jail schools and 1,021 in police schools, so that the free population in our primary schools constitute 91 per cent. of the whole attendance in all schools. The residue of the whole school attendance of 438,416, *viz.*, 1,762, is in training colleges and special schools of industry or technical instruction. Out of the whole attendance thus distributed over collegiate, secondary, and primary education 432,829 are in day-schools or colleges, and 5,587 are in night schools. Distributed according to sex, 396,186 are males, and 42,230 are females. These females, including of course Europeans, are receiving the following education. 17 are in professional colleges, 2,744 in secondary schools, 39,356 in primary schools whether for

boys or girls, and 113 are in our normal schools and special classes of technical institutions.

90. **Results of the year in quality.**—The year has witnessed not only an advance in numbers along the whole line of educational agency, but also improved results in nearly every class of institution as tested by examination. The University higher examination shows that 848 candidates competed against 785 in the previous year, whilst 432 successfully passed. Conspicuous in success were the two aided colleges which passed 67 out of 122. In the University entrance examination the progress was even more marked, since 840 passed out of 2,036, who went up for the matriculation, against 599 out of 1,785 in the previous year. If the proverbial uncertainty of examination accounts in part for these results, part must certainly be attributed to the advance along the whole line of educational results which this report has chronicled. Aided schools contributed 170 and unaided 103 successful candidates, but the Government schools passed 58·3 percentage of their candidates against 46·2 in the previous year. The high schools show a net increase of 1,659 scholars which is chiefly attributable to aided effort, while the results of examination show an improvement varying according to the standards taught, but reaching in the Belgaum Government High School the excellent percentage of 68 per cent. The middle schools present the same features of increased attendance and improved results. The number of boys and girls attending them is 15,356 against 13,373 in the previous year, to which the aided list mainly contributes. In every Division, except the North-Eastern Division and Sind where there is neither decline nor improvement, the examinations show in a marked degree the improvement that has taken place in the work of all agencies for middle instruction, and in the Central Division the advance is remarkable. But it is in primary education that the Department seeks specially to present a record of annual progress, and here too the results of the year are satisfactory. 19,542 boys have been added to the school attendance, of which our local and municipal schools claim (the North-Eastern Division alone showing a decline in number), 6,804, besides 5,964 in schools aided by them or by Government. The number of pupils in primary schools for boys is 375,049, and in girls' primary schools is 25,870, making 400,919 in all. The actual number of boys in primary schools is 361,563, since 88 little boys attend girls' schools. But I notice for special commendation the fact that 30 per cent. of the increased attendance is due to the activity of private enterprise owing to its recognition by the department. The proportion of cess-payers' children amongst the male and female attendance at the cess school is maintained, being 60 per cent. as before. The increase of attendance is arrested only by want of funds, as the Inspector's reports fully attest; and in the North-Eastern Division, where the attendance at Board schools shows a decrease of 116 pupils, the closing of several schools owing to exhaustion of balances explains the decline. The results of examination, however, here as elsewhere showed an improvement. Only in Sind are the percentages of passes, being 69 per cent. lower than in the previous year, but this need not be regretted as the percentage of passes in that backward division has in past years been so much better than elsewhere as to suggest a somewhat laxer standard of examination. The education of Mahammadans, if it proceeds slowly, is yet making steady progress and the number of this community at school shows an increase of 2,309, being 54,148 against 51,839. Of the number at school 12,373 attend special, that is Hindustáni, schools or classes. The rest are in the ordinary schools. So, too, with the education of the female population, the year has witnessed an addition of 1,474 girls to the attendance at girls' schools, notwithstanding a decrease in Sind, and the results of examination are especially encouraging in the Northern Division. The actual number of girls in primary schools whether for boys or girls is 39,356. In the normal schools both for males and females Sind again shows unsatisfactory results, but elsewhere the numbers passed out of the schools have increased together with the increase of attendance. The special schools and classes share in the general progress. The returns for the grade examinations for the Bombay School of Art show 201 passes against 187 in the previous year; while in the drawing classes the number of candidates who attained prizes was 273 against 90. The agricultural classes in the high schools passed 53 1st year students and 15 2nd year students as against 46 and

Quality of results.

12 respectively in the previous year. The medical schools are gaining strength, and if the industrial schools are still languishing it is a healthy sign that the American Mission at Sirúr and the St. John's Mission in Poona are turning their attention to this subject.

Improvement of aided schools.

91. **Encouragement of private enterprise.**—The most satisfactory feature of the year is the increasing attention given to private enterprise. Aided schools contributed 37 per cent. of the whole year's increase, 25,075 in the school attendance. Provincial funds spent Rs. 40,396 more on instruction than in the previous year, of which grants-in-aid, other than building grants, absorbed Rs. 23,888. The year under review witnessed the success of the first normal school, which has laboured since 1866, in establishing its position as an aided institution. The Report for next year will show that in the year under review the first Native aided college in the Presidency received a promise of assistance. I regret to observe that in the Native States not even the germs of private enterprise are yet to be traced. But this Report shows that in British districts aided colleges and schools have obtained results which cannot be challenged. The independent tests of the University have stamped their seal of success upon them. The statistical Tables show that the cost of a successful graduate or matriculate from an aided college is but a small fraction of the cost of the same result produced by a Government college. The demand is for more colleges and more schools, while the expansion of public funds to meet the demand is impossible. The conclusion therefore is inevitable that future development in secondary and collegiate education must be along the lines of private enterprise. But if this agency is to be encouraged, more liberal rates of aid must be given, and the small savings possible in the Government system will not suffice without additional grants from provincial revenues. The inspecting staff will require to be strengthened; and, unless efficiency is to be impaired, the authority of the department to insist on the submission of reliable returns must be upheld. The Report has shown the heavy work which already devolves on the Inspectors and their staff, and as private enterprise fills more of the space covered by educational operations it will require greater attention, which however need not involve any loss of its present freedom. In the circumstances under which this Report is presented, I have refrained from bringing to the notice of Government the names of any individual officers whose services have been exceptionally creditable. But the results of the year will carry with them their own measure of praise for each Division, and I am confident that the history of 1884-85 will afford satisfaction to His Excellency the Governor in Council, and justify a favourable verdict on the prospects of the Department of Public Instruction.

92. In accordance with the usual practice I have printed in the Appendix M. a selection of the Resolutions and orders of Government affecting the Department.

W. LEE-WARNER,
Acting Director of Public Instruction.

September 4th, 1885.

APPENDICES.

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APPENDIX A.

Arts Colleges, Bombay.

Extract from the Report of W. Wordsworth, Esquire, Principal, Elphinstone College.

During the year under report there have been considerable changes and fluctuations in the *personnel* of the staff of teachers in this College, owing to sickness or furlough. This is indeed the rule rather than the exception in an Indian College; but it is to be observed that the difficulty of satisfactorily filling up the vacancies thus created is becoming every year more sensible, with the increase in the number of students and the increasing specialisation of College studies. I cannot expect that this difficulty will be diminished or disappear until we have in each College a certain number of Assistant Professors selected from the most distinguished University graduates and fitted by culture and experience to undertake the duties of an absent Professor, and encouraged in their work both of study and teaching by the hope of succeeding him hereafter. At present there is no one to undertake the work of an absent Professor but young men who have just graduated, or schoolmasters whose work has of course not prepared them to undertake the instructions of College students in any of those special branches of study which occupy their attention during the last two years of their academical course. I have referred to this subject in former reports, and I proposed last year that two Assistant Professorships should be created in this College. This proposal was not supported by the Director of Public Instruction, but he was pleased to grant to the College two additional Fellows. This addition to our staff, though an inadequate substitute for that proposed by me, has been of great service during the past year, as two Masters of Arts who had held fellowships for two years, and during all that time had been giving College lectures, consented to remain as Fellows for one year more and take an increased share of College work. One of these during Mr. Oliver's absence took a large and important share of that gentleman's work in addition to his own duties.

On the 1st April 1884 Mr. K. D. Náigámvála, Lecturer in Physics and Natural Philosophy, took six months' leave for the express purpose of making himself acquainted with the working of European Spectroscopic Laboratories, and selecting the instruments required for the Elphinstone College Laboratory. Mr. Náigámvála appears to have made good use of his time and to have acquired a stock of information and experience which will be of the greatest service to him, and I trust to the cause of scientific progress in Bombay. He visited Vienna, Berlin, Paris, London and Dublin, and in each Capital devoted a portion of his time to actual work in the Laboratory, and to making the acquaintance of the most eminent specialists in this branch of study. I hope that next year the Elphinstone College Spectroscopic Laboratory will be in working order. During Mr. Náigámvála's absence his professoriate labours were discharged by Dr. Macdonald, Professor of Biology, in addition to his work.

* * * * * * * *

The total number of students on the College rolls on the 31st March 1885 was 268 against 274 on the same day of the preceding year. The amount of fees collected during the past year was Rs. 26,021-10 against the Rs. 24,241 last year. The recent development of the provincial local Colleges of Ahmedabad and Kolhápur, and the opening of new Colleges in Poona and Káthiáwár, has checked the increase in our numbers. This is not a result to be regretted, as I consider that 275 students, or 300 as an extreme limit, are as many as we can profitably entertain with our present material accommodation and staff of teachers. The freshmen class during the last two years has been inconveniently large and is now necessarily broken up into two divisions. Both these divisions are themselves too large to be effectually taught. As the numbers of this class who have just left school require the personal attention and close supervision which they have been accustomed to receive at school, they cannot follow easily, as the students in the first class can, a lecture delivered rapidly in English, nor can they as a body be trusted to work with the same perseverance and energy, as the older students, with rare exceptions, do.

The time has certainly arrived when this College should receive an addition to its professoriate staff. Our case is a strong one, as some years ago when the number of students on the rolls was scarcely half what it is now, one of our Professors was withdrawn to strengthen the Poona College of Science. Since that date the course of studies prescribed by the Universities has been enlarged and modified in more than one direction. Provision has been made for the increased teaching of Physical Science by the appointment of Messrs. Macdonald and Náigámvála; but some of the duties of Dr. Macdonald which absorb a large share of his time have only an indirect connection with the College. The position of Mr. Náigámvála is, on other grounds, a most unsatisfactory one. He discharges with equal zeal and efficiency all the duties of a Professor, but his stipend is only Rs. 250 per mensem, without prospect of increase. The only inducement in fact which he has to remain is his exceptional interest in scientific studies, and the hope that his position may one day be made more conformable to his services and merits. The then Professors (including myself) who are responsible for the literary instruction of the College, including Latin, and for sciences of Logic, Ethics, Political Economy and History, feel that we are unable to deal satisfactorily with the various subjects with which we are entrusted, or to make any ade-

quate provision for those students who are reading for the Degree of M.A. The Professor of Logic and Moral Philosophy, to whose report I refer you, has been obliged during the past year to undertake a considerable amount of the work which properly belongs to a Professor of English literature besides giving lectures in two or three difficult Latin Books, and has consequently been able to give less time than he could wish to his proper subjects. I consider that two lectures daily in the higher branches of study are as many as a Professor ought to undertake or can undertake in a climate like Bombay, without some deterioration in quality. Those who undertake more probably find that their capacity not less than their leisure for private study is curtailed. It is perhaps not unimportant to dwell on this fact because an impression seems to prevail in some quarters that a Professor ought to be engaged in what is conceived to be his proper function of lecturing during all the hours the College is open.

Extract from the Report of Mr. M. V. GOKHALE, Senior Fellow of Elphinstone College.

In this connection I may be allowed to remark that in my opinion the removal of the restriction of age for the Matriculation has been productive not of unmixed good; but it is to be feared that it will be productive of much mischief both to the physical and mental capabilities of the students. The removal of this restriction has stimulated intellectual precocity, and this cannot fail to have a bad influence both on mind and body.

I have been lately looking over the Reports of the Commissioners of the Queen's Colleges in Ireland, and it appears that in these Colleges the majority of the students are above 21 years, while in the Presidency (and especially under the new system) the majority of the graduates are under 21 years. It appears therefore that our College students must either be persons of very extraordinary intelligence or that they do not receive the full benefits of College education on account of their youth and their minds not being mature enough. The chief object is the degree which gives some claims to Government employment and not the knowledge which makes the degree valuable.

APPENDIX B.

Arts Colleges, Poona.

Extract from the Report of F. G. SELBY, Esquire, Acting Principal, Deccan College.

You will notice that with the exception of the Previous Examination, the results of the University Examinations have again been very creditable to the College. The ill success in the Previous Examination I attribute to the smallness of our teaching staff. Since I came to the College the number of students has increased nearly three-fold, yet the number of Professors remain the same. The consequence is that English is taught to the lowest class almost entirely by the Fellows. It cannot be expected that a young Hindu graduate should teach English as well as an Englishman. These junior students above all, being fresh from school, ought to be taught by an Englishman. Nor is it only in the first year that they are affected. Because of the imperfect teaching which they receive at first, they come ill-prepared to the study of the subject required for the higher examination. The present system is also unfair to the Fellows. They are obliged to devote to the preparation and delivery of lectures time which they ought to spend in reading for their Master's degree. But the worst result of all is that higher education is practically stopped. No one has time to lecture to the Fellows. It so happens that during the last few months I have been able both to lecture to the junior class and also to help the fellows. But this is an accident. At the beginning of the term it was thought that I should go on furlough in April; consequently no one took up Logic, and I was left free to take up any lectures for which provision had not been made. Thus until Mr. Oxenham's departure there were practically two Professors of English, both Englishmen. Now there is only one Englishman on the whole staff. The same will be the case next year when Mr. Oxenham returns and I take furlough. Things will then be worse than they have been hitherto. For up to this time I have always helped Mr. Oxenham by giving my spare time to English work—time which properly speaking ought to have been given to Philosophy. Henceforth when either of us is away, there will be but one Englishman to teach English; that is to say, the teaching of the junior class will be thrown on the fellows. Taking all this into account I hope that Government will be pleased to grant us another Professor. * * * *

This is perhaps not the time to press another request upon Government. Yet I am unwilling not to call your attention to the losses which the College suffers from the want of a permanent and trustworthy Librarian and Superintendent of resident students. The present Superintendent is a fellow, who besides the duties of that office has also to study and to teach. Moreover he is constantly being changed. Under these circumstances there must occur cases of loss and damage to property which cannot be accounted for. Our present librarian is a common clerk on Rs. 19 a month: such a man is not fit to be trusted with the issue of books in a large library like ours. In the Elphinstone College the duties of Superintendent and Librarian are performed by a resident graduate. It would be a great boon to us if at any time a similar arrangement could be made here.

Before concluding, I wish to acknowledge the cordial and effective help which I have received from all the Professors.

APPENDIX C.

Law Classes.

No. 1426 OF 1885-86.

Poona, Office of the Director of Public Instruction, 3rd June 1885.

From

W. LEE-WARNER, Esquire, C.S.,
Acting Director of Public Instruction;

To

THE CHIEF SECRETARY TO GOVERNMENT,
Educational Department.

SIR,

I have to report for the approval of Government my proceedings, relative to the admission of free students from Aided Colleges into the Government Law Classes, under the following circumstances.

2. The Perry Professor in his letter No. 25, dated 2nd February 1885, of which copy is attached, made certain suggestions for altering the rules. In reply I took exception to the proposed changes, but in my letter No. 440, dated April 21st, 1885, I ventured to abolish an invidious distinction by giving the poor students of Aided Colleges equal rights with those of the Government Colleges. I sent a copy of my letter to the Principals of the three Bombay Colleges, and in reply received a letter from the Principal of the Free General Assembly's Institution, which shows in what spirit the concession was received.

3. The origin of the present system is explained in this office letter No. 1201, dated July 10th, 1869, when Mr. Peile in paragraph 9 explained that "when a student finds a difficulty in even paying the fee of the Arts College the extra fee for the Law Classes would be prohibitive." Government Resolution No. 252, dated May 14th, 1870, sanctioned the proposals, and the present rules were notified in the Educational Record. At that time the St. Xavier's College was in its infancy, having been affiliated in 1869: the Free General Assembly's Institution was indeed in existence, but its attendance was only 14 in the year 1870-71. Now, however, both institutions have grown up, and we may hope that other aided Colleges will come into existence. I am extremely anxious to do everything in my power to remove any invidious distinctions between Government and Aided institutions, and to treat the latter as entitled to participate in all the indulgences which Government can give to Collegiate education. In this spirit I passed the orders now submitted to Government, and I believe that they are in harmony with Mr. Peile's original proposal. But as I find that the rules were sanctioned by Government I think it proper to submit my proceedings for their formal sanction.

I have the honour, &c.,
(Signed) W. LEE-WARNER,
Acting Director of Public Instruction.

No. 1202.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 23rd June 1885.

Letter from the Acting Director of Public Instruction, No. 1426, dated 3rd June 1885— Reporting for approval his proceedings relative to the admission of Free students from Aided Colleges into the Government Law Classes. Stating that he is extremely anxious to do everything in his power to remove any invidious distinctions between Government and Aided institutions, and to treat the latter as entitled to participate in all the indulgence which Government can give to Collegiate education; that in this spirit he passed the orders now submitted to Government, by which the poor students of Aided Colleges are given equal rights with those of Government Colleges; and that he believes these orders are in harmony with Mr. Peile's original proposal contained in paragraph 9 of his office letter No. 1201, dated 10th July 1869, but as he finds that the rules were sanctioned by Government (Resolution No. 252, dated 14th May 1870) he thinks it proper to submit his proceedings for their formal sanction.

RESOLUTION.—The Director's proceedings are approved. The result as regards Aided Colleges should be noted in the Administration Report for next year.

J. B. RICHEY,
Chief Secretary to Government.

To

The Acting Director of Public Instruction,
The Accountant General, Bombay.

APPENDIX D.

Grant Medical College.

A.—Government Resolution.

No. 1729.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 7th October 1884.

Letter from the Director of Public Instruction, No. 3932, dated the 16th September 1884—Submitting a letter, with revised curriculum, from the Principal, Grant Medical College, No. 237, dated the 28th August last, handing up a petition from the women students admitted under Government Resolution No. 2105, dated the 26th September 1883, who pray for a revision of the list of studies so as to bring them more in accordance with the necessities of the case. Stating that the revised curriculum has been approved by the College room and can commence, as the Principal states, in the next Session; and that he sees no objection to the changes proposed. Appending, with regard to the second proposal of the Principal that the present class should continue only for five years on its present footing, copy of his office letter No. 3550, dated the 3rd ultimo, and of the Principal's reply, and stating that as Dr. Cook proposes to allow women to enter for four years from next January and as the course takes four years, no orders appear to be necessary just now. Adding that Government has already decided not to restrict the class at present, and that it is yet to be seen whether matriculated students will come forward for the full University course. Observing that should any such students come forward they will come under the ordinary College rules as to fees, lectures, &c.

Memorandum from the Surgeon-General with the Government of Bombay, No. 5688, dated 25th September 1884—Submitting the above.

RESOLUTION.—In the proposals detailed in Government Resolution No. 851 of 14th May 1883 it was recommended that the "certificated practitioner" class should be opened to last five years, after which no qualification below that of Licentiate of the University should be recognized. The effect of the recommendation now made by the Principal of the Grant Medical College would be to alter this proposal to what was probably originally intended, *i. e.*, that non-University students should be admitted to the class for four years from 1st January 1885. As the course of teaching lasts four years this would involve the recognition of the College certificate for four years longer than was actually proposed in the former scheme, which would practically have limited the issue of this diploma to the students admitted during the two first years only.

2. In paragraph 5 of the Resolution of 14th May 1883 it is said that Government do not see why the "practitioner class" should not be permanent, and under the authority of that expression of opinion the Principal should continue to admit students to this class until further experience has shown that the supply of University students may be depended upon to employ fully the special machinery provided for the medical education of women. His Excellency the Governor in Council would not, at the present stage of the experiment, desire to fix a rigid limit for the very useful work of the certificate class. The revised curriculum recommended by the Principal is sanctioned.

J. B. RICHEY,
Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The Surgeon-General with the Government of Bombay,
The General Department of the Secretariat.

(B). Extracts from the Annual Report of Dr. COOK, Principal, Grant Medical College, for the year 1884-85.

It is hardly needful for me to point out how great a boon the institution of a medical school such as this has proved to the rapidly-growing city whose need of medical aid has annually increased with its increasing numbers, and which, while on the one hand it has tendered its plea for extended assistance from skilled medicine, has on the other proffered its educated sons as students in such numbers that the College is taxed almost beyond its strength and resources to meet the demands on its teaching capacity. The annual reports for several years have with pleasure and some pride adverted to this steady extension; showing that while so late as the year 1868 the number of matriculated students was only 20 it has during the past five years averaged 266, and that during the last quinquennial period alone 104 of the students have passed out to swell the ranks of the qualified medical practitioners of Bombay. Amongst these, as indeed among their predecessors, there have been many who have most worthily acquitted themselves as students, and become fitted to support the character and dignity of the profession which has admitted them into its membership. The test afforded by the examination instituted by this University before conferring its degree in Medicine is a searching and satisfactory one, and all who succeed in being placed in the first or honour division at their final examination may fairly be considered to be qualified to take their place in the higher ranks of medicine. Whether they eventually do this must depend

not only on their having received scientific education and training, but more importantly still on those intrinsic qualifications, a love of scientific investigation with ardour and devotion to prosecute it, which education may perhaps develope but cannot implant, and which as yet are but imperfectly manifested amongst the ranks of this and other scientific professions in India. I am not without hope that the presence in our midst, even for so short a time during the past year, of the Scientific Commission which was sent out from England to investigate the etiology of cholera may arouse some interest in the higher aims of medical science amongst our native alumni, and I hope that the time is not far distant when a College of Experimental Science, with laboratories fitted for scientific experiment and research, may be founded in Bombay by the munificence of some one or more of its citizens, who would thus confer a benefit on this and future generations almost commensurate with that brought about by the institution here founded in memory of Sir Robert Grant.

3. I have adverted to the fact that the resources of the College are now taxed too heavily, as regards its teaching power; and, I may add, what indeed is no new statement, its capacity for holding the increased number of students. This to some extent was met last year, as regards the first essential, by the appointment of two assistants or tutors to aid the Professors of Anatomy and Chemistry in response to an urgent plea set forward in his Annual Report by Dr. Carter who acted for me during my absence in Europe. The aid these young assistants have offered has been valuable, and I have to speak in commendatory terms of their diligence and zeal, but the aid thus given is not found sufficient to meet the exigencies of the case, and the class in Physiology (numbering 138) was found to be too unwieldy to conduct without further assistance. Fortunately this was obtainable by utilizing the spare time of the Mayo Demonstrator, Mr. N. F. Bunsha, who at my request immediately undertook the duties and has continued to carry them on very satisfactorily. The tutors Mr. N. H. Choksi and Mr. S. K. Nariman draw the honorarium of Rs. 75 per mensem, while Mr. Bunsha had only that of the Mayo Prize of Rs. 40, and I therefore made an application that it might be raised to that drawn by the other tutors and I am glad to be able to report that Government have been pleased to sanction the proposed increase. This I the more confidently did, since the Fee Fund for the past year has reached the sum of about Rs. 27,000 as contrasted with the amount of Rs. 1,345, which was the sum of the fees collected in 1872 when I first wrote the report of the College. In view of this most material assistance to the cost of working the College, I am encouraged to urge the further increase in the aids to teaching which the increased number of students has rendered essential. Dr. Gray, the Professor of Surgery, has pointed out in his report on the conduct and working of his class that a considerable number of the students who reach the senior classes prove deficient in their *knowledge of Anatomy*, and urges that the number of assistant teachers should be materially increased, pointing out that in a class of this size amounting to 203 the number of Assistants in the English Schools would not be less than eight or ten. It is amongst the weaker students, the laggards in the race, that this want is really felt; they need incessant help by frequent examinations and daily demonstrations to ground them in these fundamental studies which only the constant personal assistance of their teachers can supply; the more efficient students by their more rapid assimilation of knowledge can easily keep pace with their lectures and find ample time and opportunity to thoroughly master their tasks.

The clinical teaching of the senior classes has been further extended this year. The students of Clinical Medicine have been spread over a wider field, the third Physician taking the junior classes amongst the military pupils and the 3rd-year students, the second Physician the 4th-year students and the senior military pupils. While the senior class alone which however now numbers in both medicine and surgery above 80, are admitted to the Senior Clinical Wards. Although thus the wards thrown open to clinical work have been considerably increased in numbers and the hours of work in each extended from one to one and a half daily, since the growth of the classes began, we still feel the need of further help. The bedside teaching of this College has always been, as contrasted with that of European Medical Schools, its chief strength and vantage ground which alone has sufficed to meet the peculiar phsycological difficulties experienced in the practical education of Indian students; and I am extremely anxious that this advantage should be thoroughly maintained. I had hoped that the system inaugurated some three years ago of enlisting the unpaid labour of the younger members of the profession in hospital duty, would, ere this, have so far developed the zeal and skill available in the hospital work of this city that we should have found many who would willingly have seized the opportunity of gaining for themselves inestimable experience by the bedside of our wards, and who, ere this, would have proved a source from which to strengthen our clinical teaching here. This measure however, I deeply regret to say, has from causes which possibly might have been met and remedied, proved a failure on its first essay; though I still believe that first failure does not necessarily mean condemnation of the measure or that it might not fulfil our expectations in the future. Our personal experience at this hospital has been favourable, but unfortunately we have lost by death a most efficient co-adjutor in Honourary Assistant Surgeon Anandrao Atmaram, M.B., whose untimely decease I had to report to Government in the month of May; and the only Honourary Assistant we now possess, Mr. Bunsha, has, in his other duties, his time most fully occupied. What other help we may look forward to obtaining must therefore in the near future be paid for.

As regards the other essential I have alluded to, *viz.*, the *increase of accommodation* in the College we have as yet only been able to obtain a partial alleviation of the overcrowding which has been so ably dwelt upon in the immediate two preceding reports by Dr. Carter, and pointed out in former reports by his predecessors. This improvement has been effected in the Chemical Lecture-room in which the class taught now numbers 203 by a re-arrangement of the doors, lecture table and the construction of a gallery, &c., &c., increased accommodation has been provided which temporarily meets the increasing size of this class; but the urgent need of constructing *another wing to the College* remains, and accordingly I addressed the Executive Engineer in June last on this subject who submitted plans which after careful consideration were approved of as supplying the room absolutely needed, at the least possible expense. If these are approved by Government which I earnestly hope may be the case, we shall gain two lecture-rooms and rooms for the accommodation of the female students, which provision at present cannot be said to exist; and by the removal of the partition wall between this lecture-room and the outside one so greatly enlarge this that it may admit of the proper seating of the students who gather here, and provide a more suitable hall for our annual meetings. The construction of a platform and rails in the Pathological building to enable the students to obtain a more easy view of the demonstrations there made has been completed. The Obstetric Institution so far as its function of providing instruction in this branch of medical science is concerned (and it is only in this sense that I can advert to it here) has, I regret to say, remained unimproved. I had hoped that ere this a new hospital would have been constructed, as on my departure for Europe plans and estimates had been approved and sanctioned, but adverse fate had decided otherwise and I still have to lament its inefficient and unsuitable condition. Adverse as I am to urge the expenditure of money in patching up a building which should be replaced by a new one better suited to the needs of the present, I have, in order to fit it for clinical as well as hospital work under the present stress, been compelled to advise that some changes and additions may be made which shall provide two extra rooms, one of which may constitute a theatre for examination and demonstration of cases; and in this I have had, I am happy to say, the strong support of the Surgeon-General. As this will not involve a very large outlay, I hope the improvement may be carried out very speedily.

Changes in the staff.

Having returned from England I resumed charge of my duties as Principal of the College and Professor of Medicine and Hygiene from the 7th of May. Surgeon-Major A. N. Hojel having been relieved from the Goculdás Tejpál Hospital, resumed charge of his duties as Professor of Physiology from the 7th of May and in consequence Surgeon-Major G. Waters and Surgeon R. Manser reverted to their permanent chairs of Pathology and Materia Medica respectively. Surgeon-Major J. Arnott having returned from furlough resumed charge of his duties as Professor of Midwifery and Diseases of Women and Children from the 23rd December 1884. Surgeon-Major Gray, Professor of Surgery, has obtained one year's furlough to England and his duties are now conducted by Surgeon-Major G. Bainbridge from the 6th of February.

To a great extent these have been rather interchanges than new appointments and have not therefore perhaps to so great a degree as usual carried with them those inherent disadvantages which new appointments to the various professional chairs imply.

I desire to record in view of the further changes that are about to take place the very satisfactory work that has been carried on during the year when an exceptional amount of labourious work and steady application have been necessary on the part of the staff to meet the calls which the enlarged classes have made on the resources of the College and my appreciation of the harmonious working and hearty co-operation of every one of its members.

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Sir Jamsedji Jijibhoy Baronet Fund.

The interest accruing on this fund has, as usual, been distributed amongst the successful students of the College.

Library.

Forty Volumes have been added to the list during the year.

The Materia Medica Museum.

This has continued to receive due attention from Surgeon R. Manser, Professor of Materia Medica. Through the kindness of the Principal Medical Storekeeper, Surgeon-Major W. Dymock, who formerly held the chair of Materia Medica in this College, a case containing interesting specimens of many of the new alkaloids extracted from various drugs was added to the Museum.

Anatomical and Pathological Museum.

Since the date of the last report there has been an addition of 22 fresh pathological and three zoological specimens, the contributors being Surgeons-Major Maconachie and Waters, Surgeons Parakh, Hatch and Manser, and Assistant Surgeons Thákurdás K. Dalál and E. Mackenzie. * * * * * * *

The College property is in good order and correctly accounted for.

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Annexed is a tabular statement of lectures delivered from November 1883 to September 1884.

Tabular Statement of Lectures delivered from November 1883 to September 1884.

Winter Session.

Name.	Designation.	Lectures due.	Lectures delivered.						Total.	Remarks.
			November 1883.	December 1883.	January 1884.	February 1884.	March 1884.	April 1884.		
Dr. H. Cook (on leave) ...	Professor of Medicine ...	70	14	12	16	15	13	1	71	
Dr. H. V. Carter (acting) ...										
Dr. A. N. Hojel (transferred to G. T. Hospital) ...	Do. Physiology...	70	18	14	20	19	13	3	87	
Dr. G. Waters (acting) ...										
Dr. I. B. Lyon	Do. Chemistry ..	70	18	14	24	23	17	9	105	
Dr. W. Gray...	Do. Surgery and Clinical Surgery ...	70	20	10	21	18	13	2	84	
Dr. G. A. Maconachie ...	Do. Ophthalmic Medicine and Surgery.	20	9	6	5	1	...	...	21	
Dr. J. Arnott (on leave) ...	Do. Midwifery ...	60	11	7	12	11	12	...	53	Completed in the Summer Session.
Dr. D. N. Parakh (acting) ...										
Dr. W. K. Hatch	Do. Anatomy ...	70	15	13	13	17	15	8	81	
Dr A. M. Kunte	Demonstrator of Anatomy	Not fixed.	19	15	19	20	17	...	90	

Summer Session.

Name.	Designation.	Lectures due.	Lectures delivered.				Total.	Remarks.
			June 1884.	July 1884.	August 1884.	September 1884.		
Dr. H. Cook	Professor of Medicine and Clinical Medicine.	1 weekly.	2	3	5	1	11	
	Do. Hygiene ...	20	7	8	11	3	29	
Dr. A. N. Hojel	Do. Physiology...	1 weekly.	2	3	...	...	5	
Dr. I. B. Lyon	Do. Practical Chemistry .	3 months.	10	22	17	4	53	
	Do. Medical Jurisprudence.	60	13	27	21	3	64	
Dr. W. Gray...	Do. Operative Surgery ...	1 weekly.	4	6	4	...	14	
Dr. G. A. Maconachie ...	Do. Zoology and Comparative Anatomy	30	5	12	11	2	30	
Dr. G. Waters	Do. Pathology ...	30	7	11	18	...	36	
Dr. J. Arnott (on leave) ...	Do. Midwifery ...	60	9	14	16	...	39	Remained from Winter Session.
Dr. D. N. Parakh (acting) ...								
Dr. R. Manser	Do. Materia Medica ...	60	13	23	25	...	61	
Dr. D. Macdonald	Do. Practical Histology and Physiology ...	2 weekly.	3	8	6	...	17	
Dr. Sakhárám Arjun ...	Do. Botany ...	30	9	17	15	5	46	

APPENDIX E.

College of Science.

Extracts from the Annual Report of Dr. T. Cooke, Principal, College of Science, Poona, for the year 1884-85.

The College Herbarium has been greatly enlarged during the year and new presses erected for the accommodation of the specimens. Government has recently sanctioned the supply of a set of Indian raw products which are now being prepared at Calcutta. During the year under report a piece of ground containing 4½ acres has been set apart for a Botani-

cal Garden, and under Mr. Woodrow's supervision much progress has been made. Irrigation water from the left bank canal has been taken into this garden by a pipe under the railway, the ground has been laid out and 480 species of plants, many of economic value, got in. Many of the young plants have had a struggle during the hot months, but owing to the amount of labour which Mr. Woodrow, regardless of the midday sun of April and May, has devoted to the garden, the plants are all in good condition, and I expect by next year that the College Botanical Garden will make a fair show. All the plants are arranged according to their natural orders and each plant has been labelled with a zinc label. As a means of instruction in systematic botany I think this small garden will be of the greatest value.

Mr. Kettle, Veterinary Surgeon, delivered the usual course of Veterinary lectures to the class. Sanction was accorded and a plan prepared for the erection of a Veterinary Hospital in which the cattle of the rayats in the neighbouring districts were to have been treated, and both the Local Funds and the Poona Municipality agreed to subsidize the institution. The recent orders of the Government of India prohibiting expenditure, have, I regret to say, caused the postponement of the project for the present, so that this very necessary adjunct to a proper course of Veterinary instruction will still be wanting.

College Farm.—The new land which at the close of last official year was added to the College Farm has been cleared of bushes and most of it broken up and prepared for a crop. A stone wall has been built along the boundaries which adjoin the upper Kirkee road and the field near the College has been enclosed with an iron post and wire fence. Owing to the straggling nature of the farm lands, which are not all situated in one block, a good deal of additional fencing will be necessary before the entire area is enclosed.

Mr. Ozanne, the Director of Agriculture was directed by Government to make experiments on the fence known as the Corrymony fence and I arranged to put down some of this fencing by the side of the lower road to Kirkee, the Agricultural Department supplying the material. Unfortunately however, before the material could be procured, the order prohibiting expenditure had been issued and the fencing experiment remains in abeyance. I attach Mr. Woodrow's report on the working of the College Farm for the past year.

Forest Department.—This class merely exists in name, the withdrawal of the guarantee of a certain number of appointments annually given by Sir R. Temple having been, as has been previously reported, its death-blow. According to the new system proposed by the Conservator of Forests, N. D., candidates for the class are to be selected by the Conservators instead of by competition as heretofore. The Conservator, N. D., and the Conservator in Sind sent no pupils to the class, while the Conservator of Forests, S. D., sent up three pupils. Thus the new class now consists of three members and there are besides two members of the former class, making a total of five. This class can never flourish as long as there is no certainty of employment for the men who pass through it.

Annual Report on the working of the College of Science Farm for the year ending 31st March 1885.

1. Field No. 1, area, 3½ acres, was sown with tág (Crotolaria juncea) for green manure and as a means of ascertaining the condition of the land and varying the rotation. Among Leguminous crops this is remarkable for being shallow-rooted, and it will not grow to any considerable size on ground that is in poor condition. In this instance it proved that the soil was rich and that the sugarcane crop previously taken had left much unexhausted manure. The greater portion of the crop was ploughed in and the field sown with shállu (Sorghum saccharatum) which showed that shállu would thrive on the loose bottom left by ploughing in a green crop, but that extra care is required in sowing, because as the seed must be put in behind the plough it may be buried too deeply. A change in the sower, owing to the first man appointed being absent, made an irregular crop, the part sown by one man being excellent, while the other parts were inferior.

2. Field No. 2, area 2 acres, had half an acre of sugarcane ratoons (second year's cane) kept for seed. This was treated with 11 tons Kirkee sweepings mixed with a small quantity of poudrette. The manure cost Rs. 2-5-0 per ton laid down in the field, it weighed 800 lbs. per average country cart-load and gave as produce 4½ tons of excellent seed-canes worth Rs. 12 per ton, sufficient for planting 3 acres on the thin-planting system, which takes only half the usual quantity of seed-canes and allows a catch crop of maize stalks to be taken.

The thin-planting system requires 1½ tons per acre of seed-canes when the sets average 6½ oz. in weight and each set occupies nearly 5½ square feet of land.

Whether thick or thin planting is the more profitable remains to be proved. With canes averaging 7½ lbs. in weight (as the variety preferred in this district does) I think thin-planting will prove advisable. The yield noted above (4½ tons from ½ acre) is very light even for second year's cane. This was caused by very numerous blank spaces where jackals had eaten down the plants.

One and half acres of this field were sown with gram (Cicer arietinum) and cultivated at the following cost :—

	Rs.	a.	p.
Manure ¼ share of previous	6	0	0
Ploughing	7	0	0
Clowing	1	0	0
Seed, 75 lbs.	2	0	0
Sowing	2	0	0
Weeding and watching	2	4	0
Gathering and thrashing	3	0	0
Land rent	4	0	0
Establishment Rs. 3 per acre	4	8	0
Produce, 1,354 lbs., at 40 lbs. per rupee	33	12	0

3. Field No. 3, area 2 acres 21 gunthás, was sown with bájri (Penicillaria spicata) 9½ lbs. per acre. The greater portion of this field was sown by the agricultural students; the weather immediately after sowing proved extremely favourable for germination and in consequence this quantity of seed proved more than was desirable for grain and the crop was made into ensilage as noted hereafter. In cutting this crop an improvement was effected by the use of a short scythe of American manufacture, which I obtained from Messrs. Thomson & Sons, Calcutta. This scythe has a blade 24 inches long and 4 inches broad ; it is stronger and better fitted for men with little training than English tools of the same kind. Four men that had never used a scythe previously cut 2½ acres of green bájri in 11 hours. I am sorry to say that those men went off to railway work a few days later without any warning and that their experience in the use of the scythe was lost. The ensilage crop being removed the field was sown with gram, which gave 1,680 lbs. or 650 lbs. per acre nearly.

4. Field No. 4, area 29 gunthás. On this field a part measuring 1,314 square feet was sown with ½ lb. of oats received from the Superintendent of the Botanical Garden at Gurdan Natal. The grain was described as the best known in that country, but a high character was not given to it. The crop was irrigated three times and gave as produce 44 lbs. or at the rate of 2,209 lbs. per acre. 2,000 lbs. or 50 bushels per acre is the average yield of oats in the British Isles. The Natal oats therefore have given a good yield, but the amount of husk is as large as in the variety usually cultivated in this district. 5 lbs. weight of oats raised from a few heads I collected at Ganesh Khind were sown on 4,840 square feet and gave as produce 128 lbs. or at the rate of 1,152 lbs. per acre.

5. On field No. 5, 23 varieties of jowári (Sorghum vulgare) collected from Gujarát and the Southern Marátha Country were sown side by side with the varieties commonly grown in this district. Of this large number only one variety called Bilichigan sent to me by the Mámlatdár of Dhárwár proved superior to the varieties common to this district. Bilichigan jowári grew 8 feet high ; it retained its leaves till the seed was ripe and produced large firm heads said by the cultivators to be superior to the varieties grown in the district. Whether this variety will retain its superiority in this district is questionable. Among the 23 varieties grown it is remarkable that only one, the black variety known as Jamphee, was attacked by rust, probably owing to the excess of sugar this variety is known to store up in its stem. I have observed in previous years and under other conditions that this variety is subject to rust, and I think its sugar-producing qualities are of little importance where sugarcane thrives. As rust is a serious enemy of many crops, the cultivation of varieties that are specially liable to that disease should be discouraged.

6. Field No. 6, area 2 acres 2 gunthás. This field had been under sugarcane and cereals during several years, and for rotation I was obliged to try a leguminous crop, kulti (Dolichos uniflorus) during the rainy season, a course that is very seldom successful in this district. The result showed that the seeds of annual weeds were in the soil in extra quantity probably brought in with the Kirkee manure, and the entire field had to be cleaned by hand and sown with shállu (Sorghum saccharatum) 15 lbs. per acre. The crop produced was excellent in growth for forage, but many of the ears were blind, probably owing to the heavy rain which fell while the crop was in flower. The produce was 866 lbs. grain and 4,064 lbs. stalk (dried) with 5 days grazing for 10 bullocks probably equal to 422 lbs. grain and 2,594 lbs. dry forage per acre. The cost of working and cleaning this field, Rs. 46-8-0, is higher than the value of the produce, Rs. 40-8-0. The loss should be debited to the account of the sugarcane grown two years previously and helps to show that the high estimates of profit from sugarcane culture that prevailed a few years ago were founded on short experience. Details are appended :—

	Rs.	a.	p.
Ploughing	9	0	0
Clowing	0	15	0
Seed, kulti	1	1	0
Seed sowing	1	4	0
Hoeing (bullock)	1	12	0
Clearing off crop and weeds by hand	10	8	0
Clow	2	0	0
Shállu seed	1	0	0
Sowing	1	4	0
Weeding	0	12	0
Reaping and thrashing	7	0	0
Establishment	6	0	0
Land rent	4	0	0
Total ...	46	8	0

			Rs.	a.	p.
Produce 866 lbs. grain at 45 lbs. per rupee	...	...	19	3	0
5,314 lbs. forage, Rs. 9 per ton ...	...	...	21	5	0
		Total ...	40	8	0

7 *Ensilage.*—At Mr. Ozanne's request and at his expense for excavation two field silos were made to ascertain whether by ordinary arrangements, within the reach of every rayat, green fodder could be preserved as ensilage.

Two pits measuring—

Length. Breadth. Depth.

19′ × 9′ × 8′ = 1,368 cubic feet, were dug with slightly sloping sides. One in stiff clay soil, at a cost of annas 8 per 100 cubic feet and another with the upper layer stiff soil and the lower hard muram at a cost of Re. 1 per 100 cubic feet. To fill the muram pit bájri stalks, cut when in flower, were packed as tightly as practicable in and over the pit until the quantity reached 1,700 cubic feet. One-half the quantity was cut with a chaff-cutter into one-inch lengths, but the chaff-cutter having broken the remainder was filled with entire stalks. The bájri stalks were covered with a layer of tág (Crotolaria juncea) to keep out dirt, then 3 inches of stiff mud and 2 feet stones. The filling occupied 5 days and cost Rs. 12-8-0. After standing three months the quantity had sunk to 1,197 feet or had become reduced in bulk by nearly 30 per cent. The ensilage has during the last two months been fed regularly to the farm bullocks; the cattle get as much as they will eat, and I find this runs about 25 lbs. per head daily. This with the usual rotation of 3 lbs. per head of gram daily has kept them in good condition under hard work. I consider that the portion that was cut with the chaff-cutter is the better ensilage, and it is easier to get out of the pit, but I do not think the improvement is equal to the cost of cutting with the chaff-cutter by hand. Were bullock-power available I think it would be advisable to cut the fodder into one-inch pieces before packing into the silo.

The ensilage has a very strong smell and the cattle do not appear particularly fond of it. If any green food is given with the ensilage they will eat up the green stuff and then stand sniffing the ensilage until they are hungry just as they would behave with dry forage. The ensilage when opened does not decompose at the open part as rapidly as would be expected, probably owing to the heavy pressure having packed it close enough to prevent air from getting in. I found that two weeks' exposure did not cause any apparent deterioration.

I think this system of preserving forage will be valuable in districts where irrigation is wanting, and even with irrigation available, it will help to improve the rotation and the outturn. For instance, during years in which rain falls in the latter part of May to the amount of 6 inches as has occurred this season, although sufficient rain has fallen to moisten the ground, the rayat will not sow his jowári because he knows that if he sows before the middle of June the crop will ripen at a time when heavy rain often falls, but if he knew that he could cut his crop when he pleased and store it in a green state to be followed by another crop of higher value than the first, he certainly would save the valuable 15 days and the rains at the beginning of June that are at present wasted. The second field silo has not yet been opened and I think it will be advisable to keep it closed till the end of the rains to ascertain whether the forage will remain in good order.

8. *Implements.*—The cotton soil plough by Massy & Co., Madras, has proved a very useful implement. Thirty acres have been broken up with it and the ploughman has had the practice necessary to do the plough justice. It is as easy to manage as the native plough. The rear bullocks are not more distressed than the leaders and the furrow is cut with a level bottom. With three pairs of oxen it breaks up a furrow 7″ × 9″, but the black soil still adheres to the mould board, a defect I hoped to get rid of after ploughing the first ten acres but have not yet succeeded. The other varieties of ploughs kindly furnished by the Director of Agriculture I have not yet had opportunities of trying at the work they are specially designed for.

New Land.— Forty acres of the newly acquired land has been ploughed three times and a crop of Khorásni (Verbesina sativa) has been grown and ploughed in. The breaking up of this land has been very difficult and costly from the quantity of tree-roots it contained but it is now thoroughly clean.

9. *Mango Grafts.*—1,200 mango grafts have been made and as in all other operations the theory and practice of the work has been carefully explained to the pupils. 250 grafted mango trees have been planted out on the river bank and are thriving well.

10. The new College Botanical Garden has now 480 species of plants including many of economic importance distinctly labelled in English and Maráthi and arranged in the natural system When this ground is filled up it will form an important addition to the educational facilities of the College, and I would respectfully suggest that a special grant for its maintenance be applied for,—Rs. 600 yearly would be sufficient to keep the garden in neat and efficient condition.

11. *Herbarium.*—The Herbarium has made much progress during the year under report. Your own (Dr. T. Cooke's) recent extensive contributions have nearly exhausted the list of plants to be found within 100 miles of Poona, but from the more distant parts of the Presidency many species are still wanting.

Income.

	Rs.	a.	p.
Sale of grain	7	8	0
Do. forage	17	4	0
Do. sugar	239	10	3
Do. fruit	83	12	0
Do. grafts	93	0	0
Do. timber	28	0	0
Do. miscellaneous	69	8	0
	538	10	3
Amount paid into the Treasury ...	484	2	3
Credited by the Accountant General ...	54	8	0

Expenditure.

	Rs.	a.	p.
Live and dead stock	222	4	0
Labour	792	10	0
Manure	174	15	0
Seeds	12	0	0
Cattle food	74	0	0
Miscellaneous	48	4	0
Irrigation	13	2	0
	1,337	3	9
Deduct—			
Cash and credits received	538	10	3
Live and dead stock	222	4	0
250 grafted mango trees added to dead stock ...	250	0	0
Cost of cultivating 40 acres, new land	500	0	0
	1,510	14	3
	1,337	3	0
Balance ...	173	11	3

G. M. WOODROW,
Lecturer in Botany and Agriculture.

APPENDIX F.

School of Art.

Extract from the Examiners' Report on the Sir J. J. School of Art.

The result of the First Grade Art Examination with the number of certificates awarded is given below :—

Year.	Number of Candidates who presented themselves for Examination.	Number of Certificates awarded.
1884	48	11
1885	34	23

It will be seen that the proportion of certificates is a little more than ⅔rds of the number of students who appeared for examination, while last year the proportion was a little less than ¼th, which shows a great improvement on the result of last year's examination.

The following table is the result of the other subjects with a comparison of that of last year :—

Subject.	1884. Number of Drawings examined.	1884. Number of Students that have passed.	1885. Number of Drawings examined.	1885. Number of Students that have passed.
Free-hand	48	26	33	28
Geometry	47	15	34	30
Model Drawing ...	48	29	34	28

From the above table it will be observed that the number of students presenting themselves for examination this year has decreased by very nearly ⅓rd, but the proportion of passed students is more than ¾ths of the number who came up for examination. Judging from our experience of former years, there will always be a fluctuation in the number of students presenting themselves for examination. The result of the examination and the list of prizemen are given in the list already submitted to you by the Superintendent of the school.

The result of the Second Grade Art Examination compared with that of last year is given in the statement below :—

Name of Class to which Candidates belong in the School of Art or otherwise.	1884. Number of Candidates who presented themselves for Examination.	1884. Number of Certificates awarded.	1885. Number of Candidates who presented themselves for Examination.	1885. Number of Certificates awarded.
Elementary Class	51	22	58	40
Advanced Classes	2	1	1	1
Total of School of Art Candidates.	53	23	59	41
Other Candidates	22	1	6	1
Grand Total ...	75	24	65	42

It will be seen on reference to the above that the proportion of certificates awarded to candidates is about ⅔rds of the number of students who appeared for examination, which is ⅓rd more than the result given last year. The results of the various other subjects compared with those of last year are given in the following statements :—

Specimen Works.

Subjects.	1884. School of Art. Number of Works presented by Candidates for Examination.	1884. School of Art. Passed.	1884. Other Candidates. Number of Works presented by Candidates for Examination.	1884. Other Candidates. Passed.	1885. School of Art. Number of Works presented by Candidates for Examination.	1885. School of Art. Passed.	1885. Other Candidates. Number of Works presented by Candidates for Examination.	1885. Other Candidates. Passed.
Geometry	35	33	16	5	34	34	17	6
Perspective... ...	37	33	15	4	35	34	17	7
Free-hand	35	28	15	8	37	37	18	8
Model Drawing ...	34	31	15	3	36	36	18	7

Paper Examination.

	1884.				1885.			
	School of Art.		Other Candidates.		School of Art.		Other Candidates.	
Subjects.	Number of Candidates who presented themselves for Examination.	Passed.	Number of Candidates who presented themselves for Examination.	Passed.	Number of Candidates who presented themselves for Examination.	Passed.	Number of Candidates who presented themselves for Examination.	Passed.
Geometry	40	28	5	5	43	38	3	3
Perspective	42	26	8	3	48	46	4	4
Free-hand	35	20	9	2	49	39	5	3
Model Drawing ...	42	26	8	...	50	40	4	1
Black Board ...	17	13	8	3	16	11	2	2

On reference to the statements it will be found that the results on the whole are more satisfactory than those of last year. We would also mention that the work done by the students was of a higher standard than that of previous years when we have examined.

The result of the 3rd Grade Art Examination with the certificates awarded compared with that of last year is given in the following statements:—

	1884.		1885.	
Name of Subject.	Number of Candidates who presented themselves for Examination.	Number of Candidates who obtained Certificates.	Number of Candidates who presented themselves for Examination.	Number of Candidates who obtained Certificates.
School of Art Candidates ...	23	4	23	8
Other Candidates	1	...	...	...
	24	4	23	8

The proportion of certificates awarded is a little more than ⅓rd of the number of candidates who appeared for examination, while last year the proportion was only ⅛th.

The results of the various other subjects are given in the statements below:—

Specimen Works.

	1884.				1885.			
	School of Art.		Other Candidates.		School of Art.		Other Candidates.	
Subject.	Number of Works presented by Candidates for Examination.	Passed.	Number of Works presented by Candidates for Examination.	Passed.	Number of Works presented by Candidates for Examination.	Passed.	Number of Works presented by Candidates for Examination.	Passed.
Orthographic Projection.	17	15	Nil.	Nil.	9	9	Nil.	Nil.
Outline of Ornament in low relief from the Cast.	18	9			15	13		
Ornament shaded from the Cast in Chalk or Charcoal.	20	15			11	9		
Foliage drawn from nature.	18	14			10	10		

Paper Examination.

Subjects.	1884. School of Art. Number of Candidates who presented themselves for Examination.	1884. School of Art. Passed.	1884. Other Candidates. Number of Candidates who presented themselves for Examination.	1884. Other Candidates. Passed.	1885. School of Art. Number of Candidates who presented themselves for Examination.	1885. School of Art. Passed.	1885. Other Candidates. Number of Candidates who presented themselves for Examination.	1885. Other Candidates. Passed.
Geometry	19	16	...	...	9	9	...	...
Perspective... ...	20	13	...	...	13	12	...	...
Orthographic Projection.	18	15	...	...	10	10	...	...
Outline of Ornament in low relief from the Cast.	14	6	1	...	18	11	...	...
Ornament shaded from the Cast in Chalk or Charcoal.	15	10	...	...	14	6	...	...
Foliage drawn from nature.	17	7	...	...	18	8	...	...

On reference to the statements it will be observed that although the number of students who presented themselves for examination was less than last year yet the results show a marked improvement, which is very satisfactory, considering that this examination is the most difficult of any.

Elementary School.

Free-hand Drawing.—The works examined were very satisfactory. Thirty-seven specimens from the School of Art students and 18 from other candidates were submitted for examination, and 37 and 8 passed respectively, the result being a slight improvement as regards the School of Art students on that of last year. Two prizes were awarded, 6 works were highly commended, and 9 commended.

Model Drawing.—The high standard attained last year in this subject has still been maintained. Thirty-six students of the School of Art presented drawings for examination and all passed, while out of the 18 other candidates 17 passed. One prize was equally divided between two students and 6 works were commended.

Geometry.—The drawings submitted by the students of the School of Art for examination were of a higher standard on the whole than those of last year, which shows the great care bestowed in the teaching of this subject. Thirty-four drawings from the School of Art students were submitted for examination and all passed, which was very satisfactory. Drawings from 17 other candidates were examined, out of which 6 passed, or about the same result as that of last year. One prize was awarded, 9 works were highly commended and 6 commended.

Perspective.—The drawings submitted were exceptionally good. Thirty-five School of Art students submitted drawings for examination and 34 passed, showing a better result than that of last year. Seventeen other candidates presented drawings, out of which 7 passed, also showing an improvement on the result of last year. Two prizes were awarded, 7 works were highly commended and 4 commended.

Orthographic Projection.—The drawings presented for examination were of about the same standard as those of last year. Nine were submitted by students from the School of Art, all of which passed. There were no drawings received from other candidates. One prize was awarded, 3 works were highly commended and 1 commended.

Outline of Ornament in low relief from the Cast.—Fifteen works were submitted for examination by School of Art students only, out of which 13 passed against 9 out of 18 students last year. This is decided improvement, and, besides, the quality of the work was of a higher standard than that of last year. Eight drawings were marked excellent, 4 good and 1 passed. Two prizes were awarded, the second being equally divided between two students whose works were of equal merit, 4 works were highly commended and 3 commended.

Ornament shaded from the Cast.—Eleven works were presented for examination by School of Art students only, out of which 9 passed, which shows a slight improvement on the result of last year. Although the number of students who presented works was considerably less this year than last, yet the quality of the works was of a higher standard we are pleased to note. Five works were marked excellent, 1 good and 3 passed. One prize was awarded, 3 works were highly commended and 3 commended.

Foliage drawn from nature.—Ten works were submitted for examination, all of which passed. This is slightly more satisfactory than the result of last year, although the quality of the work was much the same. Nine works were marked excellent and 1 good. Two prizes were awarded, the second being equally divided for works of equal merit, 6 were highly commended and 1 commended.

We are pleased to state that on the whole we consider that the results of the examination of the Elementary School are most satisfactory, and that much credit is due to Mr. Greenwood and his Assistants for the manner in which they have raised the proficiency of this department within the last three years.

Painting Atelier.

The 1st prize for the best study in monochrome (in oil or water colour) was awarded to Abálál Rahimán for a well-executed head of a barbarian, the 2nd prize to R. K. Gokhale for the same subject, and the 3rd prize to V. N. Karekar for his study of the head of Diogenes. Four sets of studies were highly commended and two commended. A large number of paintings were submitted for examination, and we are pleased to say that they were of a much higher standard than those presented last year.

The prize for the best study of foliage or still life from nature was awarded to Rávji Keshav Gokhale for an excellent collection of water colour studies, the 2nd prize to Mancherji Merwánji for a set of studies of foliage and flowers in oil colour, and the 3rd prize to Tukárám Rámkrishna for a set of studies in water colours of foliage and flowers. The works of B. V. Phadke and Dinshaw Bomanji were highly commended, and the study of a dead crow by Abálál Rahimán was commended.

The prize for the best study from the antique was awarded to Vishnu Náráyan Karekar for a very creditable drawing in chalk of a slave's head. One work was highly commended and 1 commended.

The 1st prize for the best study from the life was awarded to Tukárám Rámkrishna for an excellent drawing in chalk of the head of a native girl, the 2nd prize was awarded to B. V. Phadke for a similar subject. Ganpat Kedári was highly commended for a full length study of a native girl in oil colour, Tukárám Rámkrishna for the head of a Fakir in water colour and F. D'Mello for a study of a Fakir in oil colour, and Dinshaw Bomanji was commended for two studies of a Fakir.

The prize for coloured design for surface decoration was awarded to Bháu Vináyak Phadke for a painted ornamental panel in the style of the paintings of the Ajanta Caves. This work was the only one submitted, but it was far superior in design and execution to the works submitted last year.

On the whole we consider that there has been a considerable improvement on the works that were presented at last year's examination.

Sculpture Atelier.

The 1st prize for the best model in the round or relief of a piece of ornament was awarded to Báláji Keshav Bhosle and the 2nd prize to Rámchandra Balwant Dábholkar for their studies of a piece of foliage in relief. The quality of the work presented to us for examination did not appear to be up to the standard of that of last year.

The prize for the model in relief of a piece of foliage from nature was withheld, as none of the works presented were of sufficient merit.

Ornamental Design.—There were no competitors for this subject, but we would mention that an excellent design of a spandrel for the new G. I. P. Railway Terminus, executed by Rájárám Bápu, was shown to us, but could not be submitted for examination as this student had already taken the prize for this subject.

There were no competitors either for the prize for the best model from the antique or for the best model from nature.

We find on enquiry that it is difficult for students to attend this class regularly, as most of their time is taken up in preparing for the 2nd and 3rd Grade Art Examinations. Other students leave invariably just as they are becoming proficient and useful.

Architectural Class.

Thirty-seven students have attended the class during the year, out of which 13 presented themselves for examination and 7 passed, which is a slight improvement on the result of last year.

The 1st prize for the best set of architectural drawings was increased from Rs. 15 to Rs. 20, and was divided between C. Pereira and Parashrám Bháu Rokde for some excellent architectural drawings. A 2nd prize was awarded to Bháu Vináyak Phadke and the works of M. Lopes were highly commended.

Three prizes were awarded for architectural measured subjects, such as a native house, &c., the 1st to Sorábshaw D. Writer, the 2nd to Báláji Keshav Bhosle, and the 3rd to Vishnu Náráyan Karekar. The drawings were of exceptional merit and showed a great improvement on those of last year. We are pleased to note that more attention has been given to native subjects than in former years, which we hope will be continued.

We may mention that although 37 students attended the class during the year, 9 left during the early part of the year for reasons unknown, and 5 others obtained employment in architects and engineers' offices or became teachers in schools.

The result of the examination, we are informed, has already been submitted to you by the Superintendent of the School.

Wood Engraving.

No candidates presented themselves for examination in this class. We would therefore advise that if Government are still unable to secure the services of a professional engraver this class be abolished. (*See* remarks of former annual reports).

The *Ellis Prize* for the best work executed during the year was awarded to Rájárám Bápu for an excellent design of a foliated spandrel in plaster for the new G. I. P. Railway Terminus, now in course of erection, before alluded to under "Ornamental Design" of Sculpture Atelier.

The list of prizes awarded to works executed in the School of Art during the year will be found in the list already submitted to you by the Superintendent of the School.

We have revised the scholarship list and have awarded the scholarships in consultation with Mr. Griffiths, the Superintendent and his Assistant, Mr. Greenwood, and we are informed that a copy of the same has been sent to you.

Extract from the Report of J. Griffiths, Esquire, Superintendent, Sir J. J. School of Art.

Elementary School.

The number of students on the roll at the end of the official year was 241. This included 209 students belonging solely to the elementary classes, 11 elementary students working also in the architectural class, 8 students of the sculpture class, 12 of the painting class, and one teacher from Kárwár, who were preparing for the elementary examinations.

The changes in the classes, which have taken place during the year ending 30th April are shown in the following table:—

	1st Grade.	2nd Grade.	3rd Grade.	Total.
Students on Class lists, April 30th 1884 ...	61	79	52	192
New students joined during the year ...	156	12	...	175
Old students rejoined	...	3	4	
Transferred from class below	...	70	41	...
Total ...	217	164	97	...
Transferred to class above	70	41	7	...
Students left during the year	86	47	20	153
Total ...	156	88	27	...
Students on class lists, April 30th 1885 ...	61	76	70	207

As noted last year the number of students attending decreased towards the end of the first session, and considerably increased towards the end of the second session. The regular course of lectures in Practical Geometry, Perspective, and Orthographic Projection, were given during the year under report.

Examinations.

The results of the examinations held in April 1885 are given in the tables drawn up by Mr. Greenwood and which will be found in his report (Appendix B).

As regards 1st grade Art Examination Mr. Greenwood states that "in 1884 there were 12 prizes awarded to excellent drawings; this year 27 prizes were awarded. The students this year have obtained 23 first grade certificates, the total for the three previous years being 25 certificates."

Mr. Greenwood reports, with reference to the 2nd grade examination, that:

"Twenty-nine specimen drawings and 62 fine drawings were marked 'excellent' this year. In 1884 the numbers so marked were respectively 20 and 22. The difference in this respect was due chiefly to the greater success achieved by the students in the Geometry and Perspective; in these subjects they had in 1884-85 twice as much practice as in previous year.

In class teaching and black-board drawing 16 students were examined and 11 passed. Only the best students were permitted to enter for examination in this subject, and the ability of a candidate to teach a class was more thoroughly tested than has been the case hitherto. I think the test should be even stricter than it was this year."

With regard to the 3rd grade examination Mr. Greenwood states that 27 specimen drawings and 23 fine drawings were marked "excellent" this year. In 1884 the numbers were respectively 19 and 22.

As regards the character of the work done during the year in the Elementary School Mr. Greenwood reports as follows:—

"In comparing the work done in class with the work of 1883-84, I find that in *Outline Drawing* (outline from flat, cast, models and foliage) the students have done more and

better work, except in foliage. In *Light and Shade* there was not as much work nor on the whole was it as good. In 1st and 2nd grade Geometry there was a great improvement on any previous work done in these classes. In 2nd grade Perspective there was more and better work than I have seen hitherto. In 3rd grade Geometry, Orthographic Projection and Perspective the work was much the same as last year. The 1st and 2nd grade students have been very successful in the examinations this year. This is partly due, I think, to the greater practice in time drawing which these students have had during the year, partly also to the stimulus given to the 2nd grade students by the offer of prizes awarded four times a year for the best sets of drawings done in* class, but chiefly to the fact that the teachers now give the whole of the class hours to teaching. Formerly their teaching was so arranged that each attended the life class for two days a week; and so in their teaching they were continually changing about day by day from one class to another. The increase of work in the elementary classes, however, obliged them to give up their own practice during school hours, and this has benefited their classes, for now each teacher has his own proper work to do and therefore the whole work is better done. But the teachers are not satisfied with their position and they urge, as I think with reason, that compared with the drawing masters of the High Schools they are much under-paid, for they have much more important work to do and longer hours to work, yet they get no more money, nor, as in one case, nearly as much. The work required from the teachers also will almost certainly increase. The students are increasing in numbers, and the extra work connected with the exhibitions which has to be done by the Superintendent of the school implies extra work for the whole school staff. The question of increase of pay to the teachers has already been mooted, but as nothing has been done, and the matter so nearly affects the interest of the elementary classes, I feel that it ought to find a place in my report. There is much to be done in improving the arrangements and character of teaching in the elementary classes, and this cannot be well done without the hearty co-operation of the teachers who are the most capable and best trained men we can get."

The question of increase of pay to the teachers referred to in Mr. Greenwood's report has already been represented by me in my letter No. 121, dated 13th February 1885.

Mr. Greenwood's report giving further details regarding the Elementary School will be found in Appendix B.

Architectural Drawing Class.

The number of students on the roll in the month of March 1885 was 23 against 15 at the end of last year. Of these 15 were Hindus, 5 Párs and 3 Portuguese. The average attendance in the morning class was 15·5, and in the afternoon class 9·1, as compared with 13 and 10 respectively of the previous year; 4 students left during the year and 4 obtained employment as draftsmen.

Those students who joined at the beginning of the year have been put through a course of architectural drawing consisting of plans, sections, and elevations and in measuring and plotting details of buildings.

The more advanced have studied details of building construction and practised drawing and colouring. Some have most successfully measured and drawn to inch scale, giving full size details—a wooden balcony from a native house at Surat.

Mr. Adam's report will be found in Appendix C.

Painting Atelier.

Thirty-one students have attended the Painting Atelier against 30 in the previous year. Of these 20 were Hindus, 2 Párs, 2 Europeans, 5 Portuguese, one Mahomedan and one Jew. Out of the total number that attended, 9 left the class and four obtained employment.

Excellent studies from the life and painted foliage from nature and of still life were done by the students of the Atelier during the year. The drawback alluded to in my last report of the time of the students being taken up in preparing their works for certificates in the Elementary School instead of devoting the whole of their time to work in the Atelier, remained.

Work in connection with exhibitions again took up a good deal of my time, so that much of the teaching in the Atelier devolved on Mr. Greenwood.

Sculpture Atelier.

Fifteen students have attended the Sculpture Atelier during the year under report, of which 11 were Hindus, 1 Musalmán, 1 Portuguese and 2 Párs. This department has again been actually employed during the year in supplying modelled designs of the ornamental details for the new G. I. P. Railway Terminus, the Parel Church and the new wing to the Yacht Club. Eighty-seven models have been designed and supplied to the Railway Company, the Executive Engineer, Presidency, and the Executive Engineer, Poona, of the total value of Rs. 2,245, the expenditure being Rs. 499-1-3. The amounts for the previous year were Rs. 2,122 and Rs. 421-4-9 respectively.

Wood-engraving.—Owing to the want of a properly qualified teacher, this class has been discontinued during the year under report.

Art Metal Department.—Mr. Barjorji Nowroji Táta, who was in charge of this department, has been obliged to sever his connection owing to his holding an appointment in the

* This is a more effective method of stimulating elementary students than giving prizes for single drawings at the end of the year and I think helps the student to acquire industrious habits and a quicker and better style of working. But to carry out this plan of awarding prizes more money is required than the prize money for the elementary classes at present amounts to.

Abkári Department. He has left a foreman in charge to complete the orders in hand for some ornamental iron screens for the new G. I. P. Railway Terminus. When this work is completed the atelier will be closed.

Proposals for the efficient working of the Wood-engraving and Art Metal Departments are before Government.

Annual Examinations.—The annual examinations were held on the 8th and following six days of last April, the examiners being F. W. Stevens, Esquire, and E. Wimbridge, Esquire.

Ajanta Expedition.—The work of copying the paintings has been satisfactorily continued throughout the year under Mr. Pestonji Bomanji, Head Draftsman. The quarterly reports showing the progress of the work have from time to time been submitted to Government, which granted, at my recommendation, an extension of one month for the completion of the work. I visited the caves last April for the purpose of examining the year's work and arranging for the closing of the expedition after the completion of the work. I have now the honour to report that the work of copying the paintings is finished. I do so with considerable regret after a connection with the caves of over 13 years. The matter will form the subject of a separate communication.

Museum.—The annual grants for the purchase of objects of oriental* art and of specimens and models† have been spent. A list showing how these grants have been expended will be found in Appendix D.

DEPARTMENTAL NOTICES.

School of Art Examination.

First Grade.

Government in the Educational Department having approved in their Resolution No. 1326, dated the 14th ultimo, the suggestion of the Superintendent, Sir J. J. School of Art, Bombay, to raise the First Grade Standard in Geometry, it is hereby notified that, in future, problems 33 and 37 for constructing regular polygons, the circumscribing circle and one side being given, respectively should be added to the first 30 problems of Burchetts' Practical Geometry.

(Signed) W. LEE-WARNER,
Acting Director of Public Instruction.

Poona, dated 13th August 1885.

APPENDIX G.

Agricultural Classes—High Schools.

To

The PRINCIPAL,
College of Science.

College of Science, Poona, 10th June 1885.

Sir,

I have the honour to submit my Annual Report on the Farms attached to the Government High Schools for the year ending 31st March 1885.

In the Minute by Sir Richard Temple on the establishment of agricultural education it is laid down that the High School Farms should be of 5 to 10 acres extent. As the higher of those figures is very small it is evident that Sir Richard Temple intended this as a size fit to begin with and that as the work became suitably organised the area of the farms should be extended. I regret to have to report that of the farms at present maintained none reach even the minimum figure with land actually under cultivation. In the greater number of cases this is caused by a difficulty in obtaining land sufficiently near to the High School. This is however not the case at Sholápur where 40 acres are available and should be brought under cultivation. Since my inspection I find that an improvement is being effected in this direction. In order to show thorough cultivation on even a small plot of land a certain amount of manual and cattle labour is necessary. For instance, on land with irrigation, 2 men, 1 boy and 4 bullocks is the lowest permanent establishment that can be worked properly; but this amount of labour with occasional assistance during busy seasons is fit to work 20 acres and any lower area must be worked at greatly increased cost. On this account, I think the High School Farms should be enlarged to 20 acres. If it is found impracticable to extend the area to this extent at a reasonable distance from the High School I think the teacher would produce better results by taking the class through the fields in the neighbourhood during two hours on Saturdays, and explaining the operations to be seen there, than by cultivating a small area which must be done at an exorbitant cost. In some instances the farms are held on very short leases, at Belgaum and

*Rupees 500.
†Rupees 600.

Ahmednagar the teachers could not say at the date of my inspection whether they would have possession of the same land the following year. Thorough agricultural work under such circumstances is not practicable, and I would respectfully recommend that where it is not practicable to obtain 20 acres of land on a long lease sufficiently near to the High School that the course suggested above be adopted.

Abstract showing Cost of Labour.				Area cultivated.	Sale-proceeds.
	Rs.	a.	p.	Acres.	Rs. a. p.
Ahmednagar	121	0	0	3·6	238 6 0
Belgaum	211	9	6	4·5	202 8 2
Dhulia	148	9	11	3·75	92 14 3
Násik	106	6	8	4	183 2 2
Sholápur	131	9	2	4	412 8 5
Surat	289	11	3	4	175 10 7

Local circumstances affect the value of the above figures to a considerable extent. At Belgaum and Ahmednagar Kunbi classes are formed in which the boys are required to work on the farm four hours daily and attend school the remainder of the day. This adds much to the labour power without affecting the amount spent under this head. At Sholápur the sale-proceeds are high from the presence of established fruit trees and much grass land.

3. The agricultural teachers generally are earnest men devoted to their work, but their experience in cultivation is short and therefore their college training cannot yet be fully applied.

Mr. Limaye's report on the work of the Ahmednagar High School Farm is interesting and complete. I recommend that it be selected for printing. The reports in original are attached herewith. I beg that they may be returned for record.

4. *Ahmednagar High School* (*a.*)—The inspection of this farm gave me much pleasure. I found it well cultivated and the crops up to a good standard, but owing to the small area (3-6 acres) produced at a high cost.

(*b.*) A class of intelligent Kunbi boys was presented for examination and I found that besides a good practical knowledge of cultivation, a fairly successful attempt to explain the theory of agricultural operations had been made, which I have no doubt will be useful to the boys by awakening an interest in their work.

(*c.*) Sugar from Sorghum (variety Jamphee) stalks was prepared during my visit ; the sugar was of the molasses like description usually given by this plant which is of low value and little importance where the sugarcane thrives. As the plant is more subject to rust than other varieties of jowári I think its cultivation should not be encouraged.

5. *Belgaum Sardár's High School* (*a.*)—This farm did not impress me favourably ; the soil is mostly thin and the lease is so short that work could not be done thoroughly. The teacher was advised to ascertain whether the ground was to be in his hands the following year, and if so, to set about sub-soil ploughing as early as possible.

(*b.*)—The Kunbi class, as far as cultivation was concerned, appeared to be left very much to the teaching of a Máli of questionable ability. The example of the Ahmednagar teacher who managed to make the Kunbi boys take a delight and interest in their work was pointed out to the teacher.

(*c.*)—Much of the land was occupied with vegetable crops for which it is not suited. The idea entertained was that such crops gave a high return. It is unquestionable that a higher gross income can be obtained from such culture even on an unsuitable soil, but when the cost of growing and disposing of the crop is deducted, the income is very much reduced. This is not clearly shown in the accounts because the Kunbi class labour is not charged as paid labour but as scholarships.

(*d.*)—I think the staple crops of the country should have the chief place in High School Farms and should be cultivated to the highest possible condition when a small portion of the ground is given to vegetables it should be highly manured and worked so as to give the best possible produce.

(*e.*)—The present teacher, Mr. Supekar, was only appointed in July last, and had not had time to work up the farm. He is very anxious to do his work thoroughly and doubtless will be in a better position next year.

6. *Sholápur High School Farm*.—This farm has a large extent of good land available, but at the date of my visit there was no agricultural teacher. The work was being done by two of the other teachers, one managing a few acres of the farm, the other doing the in-door teaching. Under such circumtances notes on the work seen would be useless. An agricultural teacher has since been appointed and as the area available is over 40 acres important work may be expected next year.

7. *Surat High School Farm.* (*a.*)—On this farm the cultivation appeared of a high class. The crops of wheat and jowári were in good condition and promising a fair outturn. The jowári was sown much thinner than usual and had some of the finest heads of grain I have seen, but the usual reports of its outturn and the area cultivated have not yet been received. I have assumed the area cultivated at 4 acres.

(*b.*)—The expenditure on labour and contingencies is much higher than on other farms and I think is much more than sufficient for the work done. In the following account I have arranged the items that may fairly be placed against each other and this represents a loss of Rs. 291-6-1 on the small area cultivated. This is a large sum. I am fully aware of the difficulties of agricultural teachers in cultivating too small holdings, but the loss in any case should not exceed Rs. 20 per acre.

Expenditure.

	Rs.	a.	p.
Labour	289	11	3
Bullock's food	127	12	7
Repairs	24	4	5
Seeds, plants, manure	55	0	9
Contingencies	20	2	9
Purchase and carriage of articles sent to Nadiád Exhibition	29	14	10
Rs. ...	546	14	7
Dead stock	22	0	5
Ensilage experiment	24	4	1
Scholarships	26	0	0
Road-making	79	14	3
Well-sinking	16	4	4
Rs. ...	715	5	8

Income.

	Rs.	a.	p.
Balance	38	13	11
Sale-proceeds	175	10	7
Prizes	41	0	0
Rs. ...	255	8	6

	Rs.	a.	p.
	546	14	7
	255	8	6
	291	6	1

8. *Nadiád High School*—At this school the agricultural teacher has not got charge of the farm which is conducted by an Agricultural Committee. The teacher has access to the farm and to the fields of the cultivators in the neighbourhood and should be able to carry on his work even better than if burdened with the care of a farm. This school passed 11 1st year's and 7 2nd year's boys at the examination in December last. From this it would appear that the loss of the farm management has not caused any loss of efficiency.

I have, &c.,

(Signed) G. MARSHALL WOODROW,
Lecturer in Botany and Agriculture.

To

G. M. WOODROW, Esq.,
Lecturer in Botany and Agriculture, College of Science,
Poona.

Ahmednagar High School, April 10th, 1885.

SIR,

I beg to submit my report of the work done during the year ending 31st March 1885, in connection with the agricultural class and farm attached to the Ahmednagar High School.

2. The area of the farm is about five acres, a little more than one acre of which is occupied by the farm-shed, the well, roads, manure-pits, side foot-paths, cart-stand, &c., Thus 3 acres and 24 gunthás are actually under cultivation. For experimental purposes this area has been divided into 22 plots. Out of these plots Nos. 1 and 2 have been sown with dry crops as they are the farthest from the farm-well and are a little difficult to irrigate. The soil of plot No. 1 is light calcareous muram. The soil of the remaining crops is black clay loam which is styled (काळी चिकणी) káli chikani according to Native nomenclature.

3. This season was not at all favourable. The rain was scanty and untimely and the late rains which fell about the Diwáli Holidays and the misty mornings that followed them were detrimental to jowári and wheat crops. As the rainfall was scanty the water in the well has sunk to a low level and thus irrigation has become difficult.

4. Four pallas of New Orleans cotton seed were received this year from Mr. Stormont, Superintendent Khándesh Farm, Bhadgaon, for the use of the cultivators of this district. But on account of want of rain in this district at the sowing time much of the seed remained unused. In order to make some use at least of this imported seed I sowed plot No. 4 with this cotton. I sowed this crop in rows sufficiently apart from each other and made a good use of the interspaces by sowing them with Sorghum Saccharatum. Sorghum Saccharatum was selected as the crop being fast-growing serves to protect the young cotton plants from the injurious effects of wind and the sun's rays. The Sorghum Saccharatum was used as fodder for the farm cattle. 140 lbs. of seed cotton have up to this time been picked from the plants, and it is intended to keep the crop for another year. The plants will be pruned and manured after all the pods on them have opened.

5. Twenty lbs. of Nankin (Khaki) cotton seed were received from Mr. Ozanne and distributed as follows :—

1 lb. was used on the class farm.
10 lbs. were sent to Messrs. Carsetji and Sons.
7 lbs. were sent to Mr. Vaughan, Messrs. Gaddum, Bythell & Company, Agent at Ahmednagar.
2 lbs. to the Mámlatdár of Shevgaon.

Mr. Vaughan says that his experiment was an utter failure, and suggests that another trial may be made, as the last season was altogether an abnormal one. Messrs. Carsetji and Sons say that on account of very irregular and scanty fall of rain during the last cotton-sowing season they did not try any experiment with Nankin cotton at their farms at Bhisthág. I sowed 1 lb. on the class farm on 1st August 1884 in plot No. 5. As there was want of rain at the time I sowed the Nankin cotton under irrigation. I intercultivated this crop as well as the New Orleans cotton in the months of October and November with Mr. Stormont's Khándesh Native plough which is best suited for the work. So both the cottons, the New Orleans and the Nankin, were cultivated under the same conditions with the exception that the former crop was sown a fortnight previous to the latter. The outturn of Nankin cotton has been at the rate of 2 lbs. per guntha or 80 lbs. of seed cotton per acre as compared with that of the New Orleans cotton which has been at the rate of 7 lbs. per guntha or 280 lbs. of seed cotton per acre. Specimens of both the kinds of cotton have been sent in cloth bags to the Poona Agricultural Show through Mr. Ozanne. Both the crops are to be kept standing for another year. Consequently a second trial will be given next year to the Nankin cotton on the farm. The cotton plants will be pruned and manured and will be given a fair trial in case the present farm is retained, otherwise new seed will be sown again.

6. Mr. Ozanne, Director of Agriculture, gave me 5 varieties of wheat, viz., 1 ordinary red, 2 Nágpuri, 3 Broach, 4 red Pisi, and 5 white Pisi. The first 3 varieties are unirrigated and the latter 2 irrigated. The ordinary red, the Nágpur and the Broach varieties were sown respectively in plots Nos. 16, 17, and 18. The red and the white pisi varieties were sown in plots Nos. 11 and 12 respectively. The Nágpur variety has grown the best. The white and the red pisi have changed in form and softness. The grains have become slightly elongated and a little hard. This experiment shows that the white and the red pisi are varieties peculiar to the Jabalpuri soil and climate as the real "Pivala" or the Kánhur variety is peculiar to the Kanhur Pathar in this district.

7. Messrs. C. N. Setna and Mánakji Sorábji observing the healthy growth of Guinea grass on the farm asked me to supply them with shoots for planting them on their farms, as this crop is not liable to be attacked by any disease as Lucern. I have also supplied many of the cultivators with shoots of this grass at their request. Thus the cultivation of this crop has served to show its uses and has thereby opened the way for the general introduction of this fodder crop among the cultivators of this district.

8. I beg to quote here paragraph 22 of my last year's report :—

"The remarks made by E. P. Robertson, Esquire, Commissioner, C. D., that the college deep soil plough was too costly for the purpose intended and that although it ploughed 2 inches deeper than the Native plough the sub-soil containing the injurious oxides of iron was not brought to the surface, require, I think, to be carefully considered. By replacing all the other parts of the plough except the bent iron piece called the knife, the cost of the plough can be considerably reduced, and although the deep soil containing the injurious protoxide is not actually brought to the surface, yet the oxidizing action of the air is in no way less effective as the air is capable of reaching through pores to the deepest stirred surface and thus producing the desired effect of rendering the protoxide of iron, &c., harmless to the deepest roots of plants. It is certain that this plough cannot be used as a general implement of tillage, as every cultivator cannot afford to plough thoroughly every bit of his land. This plough pulls out the deepest roots of Hariáli and Kunda and thereby destroys them."

The plough that Dr. Fairbank of the American Mission, an eminent naturalist and a sincere friend and well-wisher of the cultivators, is desirous of introducing in this district is nothing more than a copy of the college plough modified in the manner stated in the paragraph quoted above. I have tried this modified plough this year on the farm and I had used it before too (as the very first plough made by Messrs. Shearer and Royal of the College of Science, Poona, was similarly constructed). It is simple in construction, is very cheap, and at the same time the best implement to plough land run over with Hariáli and Kunda. The different blades that Dr. Fairbank is casting will be bought for the farm and fitted to the knife of the plough on the farm.

9. I went to Kopargaon at the instance of E. C. Ozanne, Esquire, Director of Agriculture, to instruct an intelligent and enterprizing cultivator named Bápu Powár how to use a mouldboard plough. The plough that he had bought was the smaller Sweedish plough. The cultivator was perfectly satisfied with the working of the plough. The plough works well in the alluvial plains of the Godávari.

10. In accordance with the invitation received from the Mámlatdár of Nagar I went to Niphád to witness the working of the steam thrashing machine at that staton. The wheat is cleaned with all possible celerity by means of this machinery. The larger grains are separated from the smaller ones, and the "firsts" contain not even one per cent. of dirt. It takes 5 minutes to clean 1 maund of 16 páylis. The charges for thrashing and cleaning are 1 anna per maund of 82 lbs. The main objection of the cultivators is that the straw that comes out of the machine is not fit for cattle-feeding. This objection of theirs is chiefly based on the thorough conservative principle, that any thing whether it is beneficial or otherwise that is done contrary to the old established practice of their ancestors is decidedly detrimental to their interests. One of the cultivators said that as the grain passed through fire and water these would not germinate and that for the same reason the straw was deprived of all its nutritive element as that was extracted by the fire and water through which, he believed, it must necessarily pass.

11. I also went to Puntámba at the suggestion of Mr. Elphinstone, the Acting Collector of Nagar, to assist and make arrangements for the working of the machine. At this place almost all the people were delighted to see the machine working. But at the end an old cultivator, taking ill at heart the progress made by this machine (the very presence of which he said would make the काळी आई (the black soil) forsake her sons, the cultivators, and would starve them to death), came forward as the champion of his ancestral conservative principles stated above and circulated among the other cultivators the same objections (it is wonderful to observe) as were raised at Niphád. This ill advice of his spread like contagion amongst the ignorant cultivators. It was found necessary therefore to stop the working of the machine at that station.

12. As from 400 to 500 cultivators had assembled at Niphád from the different parts of the Násik District and as 10 Mámlatdárs and 1 Deputy Collector were present on the occasion I used this opportunity of imparting my ideas about the advisability of stopping the export trade of bones. I told them that unless we manured our lands with bones and stopped the export trade of that article, our brains and the bones of ourselves and of our farm animals will never increase in size. As our mental power depends mainly upon the size and the quantity of our brains and as the physical power of ourselves and of our farm animals depends principally upon the size and the quality of the bones forming the skeleton, it was very essential for the regeneration of our nation to manure our soils with all the available quantity of bones and other phosphatic manures. I clearly told them that the mere touch of bones will by no means come in the way of their religious practices.

13. The Ahmednagar Agricultural Exhibition and Horse and Cattle Show was held this year in November 1884. This year the class succeeded in winning two prizes, one for the Guinea grass and the other for the Chinese sugarcane.

14. The farm was inspected by you during the exhibition week and the local fund scholars were examined by you, and I am glad to observe that five students passed the examination to your satisfaction; a boy named Bhálchandra Mártand Wáble has passed the first year's course examination and a boy named Sadáshiv Vyankatesh Pánde has passed the 2nd year's course examination. He also passed in all the optional subjects and took up the 1st rank in the list of students that have passed the 2nd year's course examination this year.

15. The senior class consists of 9 students, 7 of whom are Bráhmans, 1 is a Musalmán and 1 a Telagu. One of these boys has already passed the Matriculation Examination and 2 have passed the Public Service Examination.

16. The junior class consists of 8 students, 7 of whom are Bráhmans and 1 is a Telagu.

17. In the local fund agricultural class there are twelve students, all of whom are sons of actual cultivators. Two of the passed students are to be sent to the Bhadgaon Farm to complete their agricultural education. Rs. 360 were allotted last year for scholarships to this class but as that sum was found insufficient. Rs. 500 have been allotted for the year 1885-86. The Kunbi scholars use bone-manure and night-soil with all their heart; they have been convinced that they do not in any way lose their caste thereby.

18. Boys from the higher standards have been admitted this year as it was found last year by the Head-master, Mr. H. B. Keskar, and myself, that most of the boys of my class found it very difficult to study both the school lessons and my class lessons. He even told me not to present some of the boys as he saw they could not prepare for the examination. But as I knew that the boys had worked during the time they could spare after learning their ordinary school lessons, I thought it better to give them a chance.

19. In managing the school farm every opportunity was made use of as far as possible to make the students of the High School and the Vernacular Schools take an active part in the farm operations and to instruct them in all practical and theoretical work. The boys were taught budding and grafting in the neighbouring gardens especially in the garden of Khán Bahádur Frámji Ardesir who has planted choice Alphonso mango trees from Bombay.

20. Some of the passed students from this class have joined the College Agricultural Class. Mr. Mhasilkar has passed the final examination this year. Mr. V. J. Godbole has joined the college class this year and has obtained the first scholarship.

21. The farm servants and Kunbi students are honest and hard-working.

22. In conclusion I beg to acknowledge with many thanks the valuable advice and assistance given me by the Agricultural Class Committee and especially by its late President Mr. J. Elphinstone and its late Honourary Secretary Mr. H. B. Keskar in the performance of my duties.

I beg to remain,
Sir,
Your most obedient Servant,
(Signed) P. B. LIMAYE,
Agricultural Teacher.

APPENDIX H.

European and Eurasian Schools.

GOVERNMENT RESOLUTION.

Appointments : Natives of India.

No. 985.

GENERAL DEPARTMENT.

Bombay Castle, 17th March 1885.

Memorandum from the Government of India, Home Department (Public), No. 9—347—361, dated 6th March 1885—Forwarding for information copy of the following despatch from Her Majesty's Secretary of State for India No. 8, dated 29th January 1885 :—

"I have considered in Council the letter of the Government of India, No. 55, dated the 13th of October last, with which is transmitted a letter* from the Government of Madras, giving cover to a memorial addressed to me by Mr. D. S. White as President of the Eurasian and Anglo-Indian Association of Southern India, on the subject of the more extended employment of Eurasians and Europeans having an Indian domicile in the public service.

* No. 16, dated 11th September 1883.

"2. The principal complaint made by the memorialists represented by Mr. White is that Eurasians and Europeans who have an Indian domicile do not receive their fair share of the benefits as regards employment in the public service, which the law, and more especially the Statute 33 Victoria, Chapter 3, gives to natives of India, and that there is a tendency on the part of Government to interpret the term 'Natives of India' used in Section 6 of that Statute, as if it included only persons of pure Asiatic blood.

"3. While I entirely sympathize with the memorialists in their desire that the class of persons referred to should obtain such fair share of the higher appointments in the Government service as their merits and qualifications may entitle them to, I agree with the Government of India and the Government of Madras in thinking it undesirable to adopt any special measures for their benefit. There is nothing in the rules framed under Section 6 of Statute 33 Victoria, Chapter 3, which bars the employment of Europeans or Eurasians who fall within the definition of 'Natives of India' given in that section : and I have every confidence that all appointments made under these rules, or any other rules framed in virtue of the Statute, will be made with reference solely to the public good, and in no way in the interest of any particular class, whether domiciled Europeans or Eurasians, or pure Asiatics.

"4. I request that an answer to this effect may be conveyed to Mr. White.

"5. As the questions of the appointments made from the Indian Engineering Colleges to the Public Works Department, and of appointments to the Pilot Service, have been dealt with in previous correspondence, I do not think it necessary to refer to them here.

"6. I have, in conclusion, to acknowledge the receipt (as an enclosure in the letter of the Government of India, No. 55) of a letter addressed to me by Mr. F. T. Atkins, enclosing copies of resolutions adopted at a public meeting held at Jubbulpore on the 2nd of September last."

RESOLUTION.—To be communicated to the several Departments of the Secretariat and the Private Secretary to His Excellency the Governor for information.

J. MONTEATH,
Under Secretary to Government.

Appointments: Appointment of Natives of India to an increasing majority of Higher Offices in the Uncovenanted Service.

No. 1897.

GENERAL DEPARTMENT.

Bombay Castle, 21st May 1885.

Letter from the Director of the Indian Marine, No. 1909, dated 8th May 1885—Requesting that he may be furnished with a copy of the Circular from the Government of India, Home Department, No. 21-746—759, dated 18th April 1879, regarding appointments to which Europeans may always be appointed.

RESOLUTION.—Copies of the Circular referred to, and of the Secretary of State's Despatch No. 7, dated 10th July 1879, should be forwarded to the Director of the Indian Marine and to all Heads of Offices.

J. MONTEATH,
Under Secretary to Government.

Public,
No. 7.

INDIA OFFICE,
London, 10th July 1879.

To

HIS EXCELLENCY THE HONOURABLE THE GOVERNOR IN COUNCIL,
Bombay.

SIR,

Para. 1. I forward herewith, for your information and guidance, a copy of a Circular which has been issued by the Government of India to the Governments and Administrations of the Bengal Presidency, containing instructions on the subject of appointing Natives of India to an increasing majority of higher offices in the Uncovenanted Service, and of reserving the offices to which it is not desirable to appoint natives of India, as far as is practicable, for Covenanted Civil Servants, Officers of the Staff Crops, or persons appointed by the Home Government.

2. I request that the principles laid down in this Circular may be applied also in the Bombay Presidency, and that, with the exceptions therein contained, no person, other than a Native of India, may in future be appointed to an office carrying a salary of Rs. 200 a month or upwards, unless the sanction of the Secretary of State in Council to such appointment shall have been previously obtained.

I have the honour to be,
Sir,
Your most obedient humble Servant,
CRANBROOK.

No. 21—746-53.

FROM

C. BERNARD, ESQ., C.S.I.,
Offg. Secretary to the Govt. of India;

To

LOCAL GOVERNMENTS AND ADMINISTRATIONS
IN THE BENGAL PRESIDENCY.

Home Department
Public.

Simla, the 18th April 1879.

SIR,

On the 16th February 1872 was published in the *Gazette of India* correspondence, in which Her Majesty's Government had directed—

(1) that offices to which it is desirable to appoint persons not Natives of India should be, as far as practicable, filled from the ranks of the Covenanted Civil Service or from the Staff Crops;

(2) that, so far as may be possible, and consistent with the requirements of the public service, all offices, other than those reserved for the Covenanted Civil Service and those for which technical or professional qualifications are desirable, should be held by Natives of India: and

(3) that, as a rule, persons with special qualifications, not being Natives of India, should be engaged at home, through Her Majesty's Secretary of State, for such branches of the service as the Educational or the Public Works Department, and should not be enlisted in India.

2. Those orders have been in the main obeyed. But still from time to time Europeans have been appointed to posts for which Natives are eligible: and the Governor General in Council deems it necessary to lay down a somewhat stricter rule, and to distinguish the branches of the service which should be, as far as possible, reserved for Natives of India. It may be well to cite here the definition of "Natives of India" framed by Act of Parliament. Section 6 of 33 Victoria, Chapter 3, says—"For the purposes of this Act, the words 'Natives of India' shall include any person born and domiciled within the dominions of Her Majesty in India of parents habitually resident in India and not established there for temporary purposes only." The section goes on to say that "it shall be lawful for the Governor General in Council to define and limit from time to time the qualification of Natives of India thus expressed: provided," &c. For the purposes of the present orders, the foregoing definition of "Natives of India" is adopted, with the proviso that "persons born and domiciled," &c., within the territories of Indian Princes tributary to, or in alliance with, Her Majesty, shall also be considered to be "Natives of India."

3. For the future, no person, other than a Native of India, shall be appointed to an office carrying a salary of Rs. 200 a month or upwards without the previous sanction of the Governor General in Council in each case, unless the proposed appointment falls under one or other of the following conditions, namely:—

(*a*) that the person to be appointed belongs to the Covenanted Civil Service, or to the Staff Corps;

(*b*) that the person to be appointed was originally nominated to the—

(1) Financial Department by the Governor General after examination,

(2) Forest Department by the Secretary of State, or by the Governor General, after examination, or

(3) Educational Department by the Secretary of State;

(*c*) that the person to be appointed entered the branch of the department, in which he is now to be promoted, before the 1st January 1879;

(*d*) that the office to which appointment is to be made belongs to—

(1) the Opium Department,
(2) the Salt or Customs Department,
(3) the Survey Department,
(4) the Mint Department,
(5) the Public Works Department, or
(6) the Police Department.

4. No person, other than a member of the Covenanted Civil Service, shall be appointed for the first time to any office, which is usually reserved for the members of that Service, without the previous sanction of the Governor General in Council. For the appointment of Natives to such posts, regulations will, with the sanction of Her Majesty's Secretary of State, shortly be issued.

5. When sanction is sought to a proposed appointment under either of the two foregoing paragraphs, the application for such sanction should show—

(*a*) the education and past history of the person whom it is proposed to appoint; and

(*b*) the reason why a Native of India (or in the case of appointments under paragraph 4, a member of the Covenanted Civil Service) cannot conveniently be appointed to the vacant office.

6. Though the six departments named under clause (*d*) of paragraph 3 above are excluded from the operation of the present orders, the Governor General in Council does not wish that offices in these departments should be in any way reserved for Europeans. The duties of the Opium and Customs Departments are not more technical or arduous than those of the Land Revenue and Settlements branches of the Service wherein Natives of India do excellent work. Men of the same race as Colonel Montgomerie's Native trans-Himalayan explorers can surely be entrusted with responsible offices in the survey of the plains of India. The Governor General in Council has been glad to see that, in one most important branch of the Public Works Department of Bengal, the Lieutenant-Governor has decided that Native Engineers should be employed much more largely than heretofore. The annual police reports for the various provinces show that Native police officers when advanced to positions of trust do their work zealously and honestly. And the Governor General in Council hopes that it may be possible to appoint Natives of India more and more freely to the higher offices in these departments. But for the present His Excellency in Council is not prepared to take special steps for restricting the employment of Europeans in the six departments mentioned at clause (*d*) above.

I have the honour to be,
Sir,
Your most obedient Servant,
C. BERNARD,
Offig. Secretary to the Govt. of India

x 585—7 *ap*

Local Committees.

Statement showing the Receipts and Disbursement of the Local Fund Budget in each Collectorate.

Collectorates.	Opening Balance, 1st April 1884.	Receipts.						Expenditure.				*Closing Balance on 31st March 1885.	Number of Schools on the Local Fund Budget on the 31st March 1885.	Number of Scholars in Local Schools on 31st March 1885.	Increase or Decrease of Local Schools during the year.	Increase of Scholars in Local Schools during the year.
		Cess.	Provincial Grant.	Fees.	Municipal Grant.	Miscellaneous.	*Total including opening Balance.	Expenditure on District Board Schools including Aided Schools.	Town Share of Cess made over to Municipalities in separate Charge of Schools.	Extra Grant to Municipalities in separate charge of Schools.	Total.					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.				
Central Division.																
Bombay	16,597	...	11,563	19,284	22,500	31	69,975	55,450	...	...	55,450	14,525	55	6,052	+1	+579
Poona	572	31,267	17,332	10,780	1,754	1,635	63,340	59,398	...	...	59,398	3,942	268	11,954	-3	-1,410
Sholápur	30,675	23,188	11,721	6,134	3,440	770	75,928	38,655	...	...	38,655	37,273	179	8,517	+1	+719
Thána	17,623	26,633	16,019	7,618	905	4,432	73,230	47,522	...	...	47,522	25,708	167	11,675	+5	+2,121
Kolába	4,696	21,335	11,138	5,117	580	527	43,393	34,861	...	...	34,861	8,532	113	7,229	+4	+635
Sátára	18,470	44,182	17,807	12,116	960	903	94,438	66,502	...	...	66,502	27,936	237	15,363	-2	+345
Ratnágiri	4,498	20,219	22,510	6,782	560	24,282	78,851	84,853	...	...	84,853	—6,002	135	11,678	-8	+228
Total ...	93,131	1,66,824	1,08,090	67,831	30,699	32,580	4,99,155	3,87,241	...	...	3,87,241	1,11,914	1,154	72,468	-2	+3,217
North-East Division.																
Khándesh	51,381	69,741	17,700	18,761	3,964	4,029	1,60,576	1,11,762	...	...	1,11,762	48,814	409	20,069	-2	-70
Ahmednagar	8,473	36,708	17,560	8,814	1,071	1,047	73,673	58,317	...	...	58,317	15,356	251	12,358	+2	-306
Násik	17,576	38,372	16,500	8,214	2,198	1,047	83,907	63,070	...	...	63,070	20,837	256	12,751	-8	-235
Total ...	77,430	1,44,821	51,760	30,789	7,233	6,123	3,18,156	2,33,149	...	...	2,33,149	85,007	916	47,178	-8	-611
Northern Division.																
Ahmedabad	17,829	40,343	16,283	9,369	1,400	3,646	88,870	64,454	...	...	64,454	24,416	190	15,698	+5	+156
Kaira	27,334	57,089	9,847	9,912	...	941	1,05,123	74,812	...	...	74,812	30,311	205	19,078	+2	+644
Panch Mahála	4,777	8,157	8,808	1,880	300	790	24,712	18,988	...	...	18,988	5,724	73	4,400	+4	-87
Broach	31,644	10,441	3,247	5,857	...	2,607	53,796	67,473	...	...	67,473	—13,677	210	13,497	-9	-987
Surat	2,653	60,850	14,674	8,868	4,004	1,740	92,789	80,657	...	...	80,657	12,132	272	18,105	+6	+534
Total ...	84,237	1,76,880	52,859	35,886	5,704	9,724	3,65,290	3,06,384	...	..	3,06,384	58,906	950	70,778	+8	+260

Southern Division.																
Belgaum	15,192	32,933	14,697	11,408	1,185	4,520	79,935	66,539	.	...	66,539	13,396	193	17,508	+5	+490
Dhárwár	10,520	59,397	18,100	17,567	540	6,691	1,12,815	1,08,627	...	...	1,08,627	4,188	356	30,755	+6	-103
Bijápur	23,824	29,895	13,513	7,845	600	2,544	78,321	55,4 8	...	...	55,408	22,913	200	11,369	+25	+589
Kánara	9,708	19,192	10,186	4,963	1,382	5,803	51,234	36,935	...	...	36,935	14,299	127	10,383	+6	+311
Total ...	59,344	1,41,417	56,496	41,783	3,707	19,558	3,22,305	2,67,509	...	...	2,67,509	54,796	876	70,315	+42	+1,287
Sind.																
Karáchi	7,259	18,433	6,346	2,263	3,508	399	38,208	29,051	...	...	29,051	9,157	66	4,045	+16	+338
Hyderabad	14,405	29,913	5,851	841	3,389	1,080	55,479	46,041	...	...	46,041	9,438	87	4,878	+4	+62
Thar and Párkar ..	454	2,000	1,926	...	948	8	5,336	5,411	...	...	5,411	-75	12	1,026	...	+53
Shikárpur	31,411	47,715	3,161	...	6,059	56	88,401	48,658	...	...	58,658	29,743	106	7,453	+9	+150
Upper Sind Frontier ..	16,040	9,980	1,542	2,775	...	2	30,339	8,078	...	...	8,078	22,261	22	884	+1	+18
Total ...	69,569	1,08,041	18,826	5,879	13,904	1,544	2,17,763	1,47,239	...	...	1,47,239	70,524	293	18,286	+30	+621
Grand Total ...	3,83,711	7,37,983	2,88,031	1,82,168	61,247	39,529	17,22,669	13,41,522	...	..	13,41,522	3,81,147	4,189	2,79,025	+79	+4,774

* The expenditure on buildings Rs. 1,26,732 is to be adjusted against this balance.

Remarks of Presidents of District Committees on the Annual Reports of the Deputy Inspectors.

Poona.—(*W. A. East, Esquire, C.S.*)—"Last month the Deputy Educational Inspector sent me a copy of his annual report. I have the honour to make the following remarks upon it.

"2. The attention of the Superintendent of the Jails is being called to the state of things described in paragraph 19, and Dr. Salaman will be asked whether steps could not be taken to introduce more satisfactory arrangements than appear to be at present in force at Yerrowda more particularly.

"3. The remarks in paragraph 25 on school committees are fully borne out by my own experience; they are almost always profoundly useless, not as a rule making even a pretence of taking interest in their schools. As this is the class of people to which under the new arrangement it is proposed to make over the management of schools in whole or in part, I am perhaps justified in wishing that their sphere of usefulness may be extended as little as possible. Except in Poona and to a modified extent in Junnar, the Educational Department should part with none of its present powers unless it wishes to see rapid deterioration of Government schools and private schools taking their place.

"4. It seems a little remarkable that of the large number of minors said to be in the Collectorate only one attends at a Government school; I am directing inquiries to be made into this."

Kolába.—(*A Keyser, Esquire, C.S.*)—"I have the honour to reply to your No. $\frac{C.B.}{821}$ of 19th instant, that Mr. Sáne's report seemed to call for no remarks from me. It is very full and I agree with him in all the suggestions or remarks he makes.

"2. I would however suggest that increased efforts be made to secure more competent masters for Hindustáni and low caste schools. There is nothing has such an effect on the attendance in a school as the efficiency of a master, and I am sure, were better teaching provided, the classes whose children attend these schools, and who require to be encouraged to avail themselves of the educational advantages provided, would send their children more willingly than they do now.

"3. It is rather a wide conclusion that all villages with over 500 inhabitants would support schools, were funds available for their institution. Our own experience has taught us that it is often necessary to close schools in such villages for want of scholars, yet it is a fact that were more funds available more schools might be started with every prospect of success, and it is to be hoped that the additional funds placed at the disposal of the department by Government Resolution No. 1204 of 15th July 1884 will give an impetus to education.

"4. I think it is a question whether in very elementary schools the hours of attendance are not too long and whether economy might not be effected without sacrifice of efficiency by permitting masters to take relays of pupils who might attend, each for half the time now prescribed.

"5. With these remarks I would only add my sense of the obligation the district is under to Mr. Sáne for the great care he bestows on his work and the zeal and intelligence which he has displayed in its execution, and of which there is such ample evidence in the report."

Sátára.—(*H. R. Cooke, Esquire, C.S.*)—"The Deputy Educational Inspector's report only reached my office yesterday, and as on the 19th ultimo you wrote asking for my remarks on it at my very early convenience, you must excuse my brevity and want of the completeness which the subject merits.

"2. I am also under the difficulty of being in charge of this office for a few days only and being personally acquainted with the work of but a single Assistant Collector's charge.

"3. Last year, as Assistant Collector in charge of tálukás, I wrote at some length pointing out that lack of funds is impeding the development of primary education, and worse still, threatens to render the present arrangements less and less efficient. I stated that it was found impossible to open any fresh schools though there are urgent calls for them, impossible to institute even any additional night classes, that the supply of assistant masters is failing and that the increased attendance at schools taught single-handed tends to inefficiency, the numbers and the numerous classes often proving too much for one man's powers. I think the present report illustrates and supports these views. As a matter of fact two primary schools closed for local reasons have not been re-opened for want of funds; and the number of scholars throughout the Collectorate has remained almost stationary.

"4. In making these remarks I do not wish it to be supposed I am finding fault. I only wish it to be understood that it is my opinion that considering the funds hitherto at our disposal, the highest pitch of efficiency possible has been attained, and no room is left for development. We cannot open new schools and we cannot encourage an increase of scholars without sacrificing efficiency in teaching.

"5. I think too, with a single exception which I also pointed out last year, that the utmost is made of the funds. The exception I mean is the spending of some Rs. 1,500 per annum on a dozen usually very inefficient Hindustáni schools. I think, to say the least, the expenditure is altogether out of proportion to the benefit bestowed, and as funds have to be economized, I do not think the department is justified in affording any luxuries to special classes. I have only experience of two of these institutions in this Collectorate, but of these two I have nothing good to say, and on every visit there has seemed to me a lack of discipline and a low tone of morality with which I was at once struck, contrasting badly with the usual business-like and above-board appearance of the Maráthi teaching primary schools. I recommend that this sum of Rs. 1,500, or whatever it may be this year, be, as opportunity offers, recalled from its present diversion and expended generally.

"6. I trust great care will be bestowed on the expenditure of any additional income which may result from the setting free of funds from municipal schools and from increased grants from Provincial Funds. The Deputy Educational Inspector thinks a large portion of them should be spent on starting night schools. These schools or rather classes are, I fear, calculated to interfere with the efficiency of the day schools and should be carefully watched. I am only in favour of them in large villages where it is evident the day school, though efficient, does not secure the attendance of all classes of the population. Night classes are necessarily less efficient than day schools, and parents should not be encouraged to send their children to school at night when they can possibly send them by day. I recommend that the additional funds be spent in the first instance on supplying assistant masters to those existing schools whose efficiency will evidently thereby be improved (there are many such), then on opening new schools of the ordinary description, and lastly on night classes, and classes, &c., for special castes.

"7. I have failed to notice any increase in the desire for female education. There have been fewer marriages this year and hence the attendance at existing schools has been a little greater than it was last year. It requires, however, an effort to maintain existing interest in the few girl schools which have been opened, and I see no prospect of additional institutions of the kind being required.

"8. The school-committees certainly rarely show active interest in the well-being of the schools committed to their charge. On the whole, however, I am of opinion their influence is for good. I have not become aware of any instance in which it has been mischievous.

"9. For the rest, I think, the Deputy Educational Inspector's report is very satisfactory. Mr. Nené, who has been in charge for almost the whole year, has worked with energy, discretion and heart. He has always shown himself most willing to accept suggestions and has been prompt to remedy any abuses or deficiencies to which his attention has been drawn. I doubt whether any other officer, European or Native, could have brought primary education to a higher pitch of efficiency with limited funds than has been attained in the Sátára Collectorate. He seems to have been well supported by his assistant."

Thána.—(*W. W. Loch, Esquire, C.S.*)—"The Deputy Educational Inspector's report for the year 1884-85 is a record of a successful year's administration which could not have been accomplished without good and hard work on the part both of Mr. Sáthé and of Mr. Vaidya, who for 3 months was unassisted. The financial condition of the Educational Funds appears to have improved, but the main feature in the report is the great increase in attendance which has taken place during the year. The undersigned has noticed the increase in most parts of the district, but it is most marked in the coast tálukás.

"2. There is also an increased desire for English education, which is shown in the most satisfactory way by the willingness of the upper classes to pay what to them are fairly heavy fees. The undersigned thinks that there will be a great increase in the number of boys learning English in the next few years.

"3. At the same time there is some danger of too much importance being given to mere increase of numbers. It has not always been found possible to provide sufficient assistant masters for the schools which are increasing in size, and the result is in some cases that all the children cannot be properly taught. The results of the public service examination cannot be considered satisfactory and point to a want of thoroughness in the teaching in the large táluka schools.

"4. Of the Hindustáni schools the undersigned has not visited many during the year, but the Bhiwndi one is by far the best, owing to the exertions of the Head Master. The others are hardly as good as they should be, and there seems to be a difficulty in getting good men as masters.

"5. There has been a very considerable increase in the number of girls attending school, and it is satisfactory so far as it goes. It would be vain to hope for a rapid spread of any real desire for education for women in a district like this; it is necessary to have patience, and to recognize the advance that has been made. In time several of the girls' schools will teach regularly up to the 4th standard, and the girls will also learn to sew.

"6. From almost every part of the district come demands for new schools, but with limited funds it is impossible that many of these demands can be granted. In a district

like Thána, where the average size of the village is small, the extension of the indigenous schools appears to be the easiest way of meeting the wants of the people. The undersigned is glad to see that a beginning has been made in aiding these schools.

"7. It is satisfactory to see the advance made in supplying the schools with gymnastic apparatus, and it is hoped that the masters will really encourage the boys to use them."

Ahmednagar.—(*H.E. Winter, Esquire, C.S.*)—"I have the honour to forward your Deputy's educational report for this district which Mr. Harvey has reviewed for me as follows :—

'1. The total number of schools in the district in the year 1884-85 was 337, viz. 251 Government schools, 1 Police school, 20 aided registered indigenous schools, and 65 aided and registered Mission schools. From Table IV. of the Deputy Educational Inspector's report it appears that the number of Government schools open during the year in question exceeds that in the previous year by 6, while in the same period there is a net decrease of 306 scholars. This decrease has entirely taken place in the lower class and female schools, there being a large increase in the Anglo-Vernacular and Maráthi night schools. The largest decrease is found in the lower class Maráthi schools; in that class there are two schools and 313 scholars less than in the previous year. This large decrease in the number of scholars is, according to the Deputy Educational Inspector, due to the fact that the pure Maráthi lower class schools at Vámbori and Nevása were in the year in question converted into mixed Maráthi and Hindustáni schools. Looking to the numbers in the mixed Hindustáni and Maráthi schools we find a decrease of 32 scholars, which is said to be due entirely to the disturbed state of the mixed school at Shevgaon. But the Deputy Educational Inspector seems to have forgotten that in this class he has to explain not merely the decrease of 32 but also a large portion of the decrease of 313 in the pure Maráthi schools, as during the year in question the schools at Vámbori and Nevása were transferred from one class to the other. The Deputy Educational Inspector gives a table showing the number of scholars on the rolls in each month of the year 1884-85, and says this will explain the decrease, but the most he attempts to do is to show that the attendance coincides with the prospects of the crops, and however true this may be, I do not think it is proved here. Mr. Gokhale speaks of the gradual increase from July to September 1884, and says that the fair prospects of a kharíf crop had a favourable effect on the school attendance. The fact is that in July and August there were no prospects whatever of a kharif crop, as there had not been enough rain to soften the earth for sowing, and when the rain did come in the end of August, in September and in October, instead of the increased school attendance to be expected from the improved prospects of the crops, we actually find a decrease. Mr. Gokhale in his argument divides his year into periods of three months, but a glance at the table will show that the attendance does not fluctuate so much from quarter to quarter as from month to month.

'2. This year there is a net increase of Rs. 188-13-0 in the fees. The increase of Rs. 466-2-0 in the Anglo-Vernacular schools is the cause of this, as there is a net decrease of about Rs. 275 in the lower class schools, the only increase in the lower class schools being in the pure Maráthi, which with a decrease of 313 scholars shows an increase of Rs. 23 in fees. The greatest decrease is in the Maráthi portions of the mixed (*i. e.* biglot) schools, and is said to have been chiefly caused by the disturbance in the Shevgaon school. The increase column in Table I. should read Rs. 489-7-6 instead of Rs. 486-7-6.

'3. Little or no difference has been made in the distribution of the schools since last year. The percentage of scholars to population ranges from 2·6 in Nagar Táluka to 1·2 in Párner Táluka and the same in Akola Táluka. Nagar has of course greater advantages than other tálukas. Next to Nagar, Ráhuri has the highest percentage, 2·2. In Table V. the totals of columns four and six are incorrectly given. They ought to be 709, 712 and 12,398 respectively instead of 709, 776 and 12,358 as given in the table. The Deputy Educational Inspector does not propose that any change shall be made in the distribution of the schools.

'4. Of the 337 schools in the districts directly or indirectly under Government, 315 were inspected and examined during the year, and in addition to this a second inspection of 76 schools was made. The schools not inspected were 4 Government schools, 4 aided registered indigenous schools and 14 Mission schools. The Government schools had just been opened and two of the indigenous schools had just been registered, a third was closed and the 4th was stated by the master to be unfit for inspection. The Mission schools were not open to examination. Out of 243 Government schools examined by the Deputy Educational Inspector and the Assistant Deputy, 137 taught beyond the 3rd Standard, which is satisfactory. The results of the examinations have been very carefully made out. The Anglo-Vernacular schools at Akola, Sangamner and Nevása did very well, especially Nevása. The schools at Ráhuri and Kopergaon have been lately opened, and it would be unfair to criticise them at present. The examination in the lower class schools show a fair state of efficiency, speaking generally. More than 50 per cent. passed in each head in each standard. The girls' schools do not

seem to be by any means in a good condition, with a few exceptions, notably the schools in Nagar, Nevása, Sangamner and Khardé. The sanctioned pay for masters of girls' schools ranges from eight to twelve rupees. The Hindustáni independent schools and classes and the free schools and classes are in a very good condition and are increasing in numbers. The night schools are also making progress. Twenty schools were examined in the presence of Revenue officers, who were, Mr. Gokhale says, on the whole satisfied. On reading the remarks written by Revenue officers in the school visiting books Mr. Gokhale says the Revenue officers "were with a few exceptions more or less satisfied with the progress of the schools." This does not imply a very high degree of satisfaction. Recommendations made by the Collector at the time of the examinations were carried out. In Table II. under the heading "Examined by Mr. Gokhale" the number of schools in the district is given as 337 which is a mistake for 331.

'5. Mr. Gokhale makes several suggestions as regards fees. He thinks the levy of the re-admission fee, which was suspended in 1884-85, should be abolished altogether. He says the non-levy of this fee will not be prejudicial to the amount of fees collected, and also urges that the Kunbis will be greatly benefited by its abolition. It would greatly conduce to the spread of English if the fees could be lowered. Mr. Gokhale had three applications from villages asking for English schools, but he could not grant the applications, as a sufficient number of pupils could not be promised.

'6. Twenty new schools were asked for and 10 granted in 1884-85. New buildings were sanctioned for five schools, but two only were begun. In two other cases no contractor could be got, and in the case of the 5th the people of the village declined to give the help they had promised. The number of libraries in the district has increased from four to seven and the people seem to be taking more interest in them. The Nevása library however has at present only 4 books.

'7. On the whole the educational officers seems to have done their work of inspecting and examining very well and to have secured a very fair amount of efficiency in the boys' schools. The great feature is the spread of the desire to learn English as shown by the increase in Anglo-Vernacular schools and scholars. At present out of 123 scholars who learn English 99 are Bráhmans, and there is no such disproportion as this in any of the other classes. Due precautions seem to have been taken against employing unqualified masters, and the number of trained masters has been increased by four.'

"2. If the desire for English education is prompted by a real thirst for knowledge it should be encouraged in every way, but it should be ascertained whether the parents who desire to have their children taught English are really unable to pay the present fees or whether they merely do not consider it worth while to make an effort to pay so much.

"3. I have visited three of the girls' schools since I came to the district—those at Karjat, Sangamner and Akola. The teaching at Karjat was rudimentary in the extreme, but as a beginning of improvement it deserves every encouragement. At Sangamner a higher standard has been both aimed at and reached by the master as well as the scholars, and the schools though still of course very elementary is extremely interesting. If more trained mistresses could be got they would doubtless be of great assistance in removing the long-established but I trust decaying prejudice against female education. The state of the Akola girls' school is creditable to the master, but the girls here and elsewhere who are both able and willing to learn want more cordial encouragement from their own parents."

Násik.—(*W. Woodward, Esquire, C.S.*)—"I have the honour to offer the following remarks on your Deputy's annual report on education in the Násik Sub-Division for the year 1884-85. In the first place I would correct the area and population, which are 5,940 square miles and 781,206 souls.

"2. The report bristles with figures, but is, I am sorry to say, very meagre in explanation and suggestion. This may be no doubt due to one officer doing the work of the year and another writing the history of it. I notice Mr. Tilak has been only 3 months in charge of the sub-division.

"3. The most salient and at the same time regrettable feature of the year's report is the large decrease in the number of schools and scholars of the Government Maráthi class. And though there has been an aggregate diminution of 10 schools and 304 scholars, yet I look in vain in the report for any explanation of this somewhat serious retrogression in the year's educational progress. I am unable to supply this deficiency myself. There has been nothing exceptional in the year. No famine, no locusts, no epidemic, nothing as far as I can see to retard the gradual improvement which has been so marked and so gratifying since the bad years. Mr. Tilak says in his 6th paragraph: '19 schools were closed during the last year for bad attendance owing to the apathy of the villagers where the schools were situated:' apathy, if understood to mean ignorance on the part of the cultivating classes of the advantages of education, does no doubt to a certain extent exist and must do during at least the present generation, but such indifference as does prevail can be combated by a resolute teaching staff, and I can confidently assert from my own experience, as I visited during the year from 50 to 60 schools, that the welfare of the school, its popularity and its progress depend mainly and materially on the master. If he be earnest, conciliatory and has his heart in his work, the school will flourish and no

talk of apathy will be heard. Of course I am fully prepared to admit that the abovementioned qualities cannot fairly be expected in tutors receiving the pay of a Pattáwála; therefore I feel convinced that until the salaries of the teachers are increased, which can be well done by closing all schools where a certain standard of attendance is not reached and maintained, the cause of education in agricultural villages will not thrive as it might.

"4. Against the decrease in Government Maratha boys' schools it is pleasant to be able to set off a sensible increase in the Marátha girls' schools and aided schools. Female education is looking up among Hindus though not among Mahammadans. I quite concur in the remarks regarding the flourishing state of the school at Násik under its present mistress, and shall be very glad when we have more girls' schools presided over by certificated female teachers.

"5. In my tour I visited several free or Mahárs' schools and noticed two points which I think deserving of attention. First was the youth and low pay of the master; second, the somewhat impractical character of the teaching afforded. The first objection may be difficult to avoid, and on the principle that 'half a loaf is better than none', I will say no more of the second. I will give an illustration. When asked to give the boys a sum to do, the youthful teacher dictated them a reduction sum of £. *s.* *d.* I asked him to alter it to rupees, annas and pies, as I could not see how it was conceivable that the question of English pounds, shillings and pence could enter the economy of any of these Mahár boys.

"6. Generally speaking I am inclined to consider that there is a real desire abroad for the proper education of children, but parents would prefer it to be of a simple practical useful character. The reading and writing of the Modi character is a decided step in the direction of utility."

Ahmedabad.—(*G. B. Reid, Esquire, C.S.*)—"*Para. II.*—The schools had the advantage of additional supervision by the Assistant Deputy Educational Inspector Mr. Ranchorlál throughout the year under report, and Mr. Manidharprasád was thus enabled to give increased attention to the administration of schools in his division.

"*Para. III.*—The fee-receipts show marked increase over the collections of last year by Rs. 655-5-0, which is owing to the introduction of revised rates of fees for both cess-payers and non-cess-payers during the year under report. The fees for the cess-payers have been increased on the whole by one anna, the change having affected only the 2nd and 3rd standards, in each of which the fees have been raised by half an anna, while in the case of non-cess-payers, although a reduction of one anna has been effected in the 1st Standard and the standard below it, a corresponding increase has been made in the 4th and 5th Standards, and the fees remain the same as last year in the aggregate.

"*Para. IV.*—The inspection was fairly divided between the Deputy Educational Inspector and his Assistant, Mr. Ranchorlál. Looking to the number of schools inspected by Mr. Manidharprasad (82) and Mr. Ranchorlál (119 out of 126 of his share), it might appear that the latter officer had to inspect 44 schools more than the former; but it is to be noted that Mr. Manidharprasád had undertaken the inspection of all the táluka town schools, naturally larger than the village schools, which fell to Mr. Ranchorlál's lot, and consequently the students examined by Mr. Manidharprasád were of comparatively higher standard and exceeded by more than 1,000 the number examined by Mr. Ranchorlál.

"The reason why Mr. Ranchorlál could not inspect 7 of the 126 schools left to his charge has been satisfactorily explained.

"*Para. V.*—Calls for no remark, the average attendance being much the same as last year.

"*Para. VI.*—It is satisfactory to note the increase in the number of inferior schools, but the undersigned regrets to find that the net increase in the number of pupils, *viz.* 156, is proportionately very small.

"The matter of re-opening the school at Godhavi is under correspondence, and the undersigned hopes that it will soon be brought to an end by Mr. Virchand Dipchand being induced to pay in his promised contribution. It is probable that the Deputy Educational Inspector has overstated the effect of the remarks in the *Hittechchhu*. The paper is well known as an unfavourable critic of the Educational Department It is satisfactory to mark the increase in the number of students in police and inspected schools. The decrease in the number of pupils in the indigenous schools is mainly due to the extinction of Maya Mehta's school.

"*Para. VII.*—The undersigned understands that the English classes in the Vernacular School are a great success in some towns in the Kheda District, and would be glad to see them introduced at Dhandhuka and other places.

"*Para. VIII.*—*Result of Instruction.*—The progress made during the year under report was praiseworthy, as the number of pupils passed in several schools shows an increase in almost all standards, except Standard IV., over the number passed in the preceding year, the net increase of boys being 295. It is gratifying to see the increase in the number of girls receiving education.

"*Clause 4.*—The constitution of separate committees for the examination of 1st and 2nd Class Public Service Certificates was a most desirable measure. The undersigned's experience is

that the supply of Matriculated and 1st Class Certificate men is so large that but few of the 2nd Class Certificate men can hope to get Government employ.

"*Para. XVII.*—It is gratifying to learn that the small Tálukdárs in the district realize the value of education, although it is a matter of regret to find that a sensible Chief like the Darbár of Gamph should not allow his son to enjoy the blessings of education. As to Koth the Acting Collector during the past year brought the matter to the notice of the District Judge under whose care the boy is. The young heir of Gangad will be sent to Ahmedabad or Rájkot as soon as the question of succession is settled. The Pátri Darbár is merely carrying on the enlightened policy of his father and brother."

Broach.—(*P. D. Mackenzie, Esquire, C.S.*)—"A copy of the annual administration report of the Deputy Educational Inspector of this district was sent to me on the 2nd ultimo by that officer. In accordance with Rule 12 of the rules sanctioned under Government Notification No. 78, dated 7th January last, I circulated it for the remarks of the members of the District Local Board, *who know English*, and received it back on 25th ultimo. None of these gentlemen favoured me with any remarks thereon, although invited to do so, and I now proceed to offer a few on my own account.

"2. I would first observe that Rule 12 seems to me to stand in need of some alteration, as it is a manifest absurdity that a report of this nature, written in English, should be forwarded to members unacquainted with the language, while a perusal of the report will, I think, convince you that an Oriental Translator of the highest ability and the greatest industry would have his talents and his time taxed to the utmost in the effort to translate Mr. Shástri's effusive production. I would suggest that instead of a copy of this report being sent to the Local Board for their remarks it would be better that a summary of the results of the year should be prepared and sent to them, a copy of the report being sent, as heretofore to the Collector.

"3. As regards the remarks made by the Deputy Educational Inspector in his 7th paragraph in which he says, 'the municipal towns would thus seem to live nearly upon local funds,' I think that Mr. Shástri in so taunting municipal towns has hardly sufficiently considered his subject. With the exception of Broach, the municipalities, Jambusar and Anklesvar, are purely agricultural villages, and it seems unfair that because of the accident, so to speak, of their being municipal towns, they should be called on to pay entirely for primary education without large help from the local funds, while large towns like Kávi and Gajerá in the Jambusar Táluka, Amod in the táluka of the same name, and Hánsot in the Anklesvar Táluka have the right to have their schools paid for entirely out of local funds simply because they are not municipal towns. What the people of Jambusar and Anklesvar feel is that they have even a greater right to liberal help from the local funds than these other towns, inasmuch as they are equally agricultural villages, and have, in addition to the land revenue and the local funds, to pay heavy municipal taxation and get very little in return for it, while that little is likely to be seriously diminished if the help they have hitherto got from local funds is to be withdrawn.

"4. Paragraph 10—13 of the report show fairly satisfactory results as regards attendance, numbers of schools and scholars. It is not evident to the uninitiated what is meant in paragraph 11 by the 'curtailment of freeships,' as an element in the decrease of numbers attending schools. I believe, but am not certain, a 'freeship' means a free admission, but in an educational report especially it would seem advisable to use intelligible language. In paragraph 14 again I am at a loss to know what is meant by a 'knowledge of arithmeticon.'

"The results of the examinations as shown in paragraph 15 are creditable to teachers and taught alike.

"5. It seems a pity that the Deputy Educational Inspector wastes time and paper in a report of this kind by writing diffuse, ungrammatical, and misspelt essays on the advantages of reading and writing, or the benefits derivable from a knowledge of geography and skill in gymnastics, and I bring this specially to your notice, because it is clear from his own writings that it is his practice to do so. He refers with pride to his previous efforts in this direction, and will not even let us off with this knowledge, but quotes long extracts from those previous efforts.

"6. I am entirely opposed to Mr. Shástri's very advanced ideas on compulsory education. The benefits derived therefrom in England are very doubtful; the system there has been but a few years on trial, and leading journals of the most opposite opinions on most subjects are agreed in thinking that the system requires very great modification. Mr. Shástri, though he has taken great interest in education in this district and though he deserves credit for the general work he has done, does not seem to me to have given sufficient thought to what I cannot but regard as a very wild scheme for advancing the interests of education. He forgets that education is a leading forth from ignorance, not a furious driving into every one of the 'three R's' and his own particular theories."

Kaira.—(*A. H. Spry, Esquire, C.S.*).—"I have the honour to make a few comments on the annual report of Ráo Sáheb Motirám Rájarám, Deputy Educational Inspector of this district, copy of which has been duly forwarded to me.

"2. I am glad to see that there has been a substantial increase (1,052) of scholars during the year, and that 4 more schools have been opened. It is also satisfactory to note that there has been an increase of Rs. 598-8-0 in fees. During the past season, I have taken particular care to inspect the free boys, and I must say that as a rule the privilege has not been abused. I have only found 2 or 3 suspicious or doubtful cases.

"3. It is to be regretted that all the schools in the district were not inspected, especially as the distance from village to village is so very small as compared with what it is in some villages.

"4. It is also disappointing to find that night schools made no progress. I know though, that that is the fault of the people and not of the Educational Department.

"5. That the knowledge of English should be more sought after is only marching with the times, for in the various Departments of Government the knowledge of it is yearly becoming a greater necessity. In fact I find it so inconvenient having Kárkúns in my Mámlatdár's Kacheris, who are only acquainted with the vernacular, that now I never give a Kárkúnship to any one who has not some appreciable knowledge of English. It is therefore only natural that all who can, try to learn something of that language. I take it that the time is not very far distant when even Talátis will be required to keep their accounts in English.

"6. During the year past I have visited 54 schools, and upon the whole I was very satisfied with what I saw. The School-committees appear also to be more regular in visiting schools than they used to be."

Kaira.—(R. M. Kennedy, Esquire, Assistant Collector).—I cannot speak too highly of the organisation and efforts of the Educational Department in spreading education in this district; their efforts have met with the success they deserve, and I think the proportion of boys under education in this district is very high considering that the lower castes are debarred from sharing in the benefits of education by custom and prejudice.

"7. The drag is put on in the course of education by want of funds. The poorness of pay and prospects for Village School-masters is one of the consequences of want of funds; something should be done if possible for these meritorious, hard-worked, and under-paid Government servants.

"8. Where education is a failure, is on the side of female education. Girls' schools in this district are one and all alike failures. I myself despair of anything been done for education of girls directly; I can only hope that as education spreads, the rising generation will have to appreciate and expect education in their wives and the future mothers of their children. Female education is greatly hindered in this district by the degrading customs as to their women obtaining not only among lower castes but among the large, influential, and comparatively high caste of Pátidárs. The question of female education is a very important one; the educated natives equal in intellectual qualities to their European fellow subjects, and perhaps superior in some qualities, fall behind them in failing as 'Gentlemen' in the culture that can only be obtained in early years from educated mothers. The efforts to increase female education are in some ways, I fear, obstacles in the native mind, as, the pioneers being unmarried, the ordinary native mind is led to suppose culture for their women is not to benefit them in what they regard, perhaps rightly, as their women's highest functions as wives and mothers. The matter is one which can only I fear be left to time."

Panch Maháls.—(J. K. Spence, Esquire, C.S.)—"*Head III.*—The undersigned regrets to say that he differs a good deal with what is apparently Mr. Mádhavlál's opinion in his remarks under this head. Mr. Mádhavlál seems to think that the free list in the Panch Maháls should be almost unrestricted, more especially in the case of Káli Praj and Mahammadan boys, and points to the great falling off in the number of boys on the rolls as evidence of the evil results of the restriction placed on the free list last year. But the undersigned is certainly not prepared to admit that a larger number of boys on the rolls necessarily proves that education is advancing. Until careful and reliable statistics have been prepared showing that the number of free list boys attending schools increases proportionately with the number enrolled, the undersigned regrets to say that he cannot accept the latter as any evidence of advance of education. Under the former rule masters used to go round getting parents to allow their boys to be entered on the free list merely to show how the numbers on the rolls had increased during their tenure of office. As long as a parent had to pay no fees he made no objection to his boy's name being entered in the school register. As regards the attendance of the free list or any other boys the undersigned regrets to say that he places very small reliance on the returns furnished. The muster is never taken at a fixed hour and every boy coming in for a short time is entered as present. There is no possible check on the masters, and knowing that they have to show good results it would be contrary to human nature if they did not work the rules liberally in their own interests and fudge the returns. The undersigned can honestly say that when his visits to schools have been unexpected he has very rarely found an attendance up to the average shown, and the percentage of free boys present is generally disappointingly small, and they very often are conspicuous by their total absence. In such a case the under-

signed would rather see only 1,000 boys on the free list of whom two hundred attend than possibly 2,000 of whom no more attend. Mere numbers on the rolls are no criterion whatever.

"*Head IV.*—It will be seen that on the rolls of the 74 schools examined there were 4,580 boys: of these only 3,341 or about ¾ths appeared at the examination and only 1,114 or about ¼th passed. This result can hardly be considered satisfactory, and it may fairly be inferred that the boys do not attend school properly, or if they do, they waste their time. The undersigned agrees with Mr. Mádhavlál that there is very little chance of indigenous schools succeeding in this district."

Kánara.—(*R. E. Candy, Esquire, C.S.*)—"I have read this report of Mr. Karandikar on the state of education in the Kánara District with very much pleasure. It shows that in nearly every direction progress is being made. When the climate and peculiar characteristics of Kánara are borne in mind—I refer specially to the malarious fever which is ever present and the isolation of the houses which form a village, situated long distances from the school-house—it speaks well for the interest shown in education, that the number of scholars attending school is so large. The general excellence in standards attained to is also matter for congratulation. There are two schools which have come under my notice whose improvement gives me much pleasure. I refer to Yelláp̃ur and Mundgod. They were long in a depressed condition. Yelláp̃ur in fact almost collapsed, but now under good and earnest masters they have risen wonderfully. This shows the great influence which a school-master can exert; when a school remains hopelessly bad, the fault must be looked for rather in the master than in the scholars. It is most important to provide good masters for the schools at táluká head-quarters which should be an example to all other schools in the táluka. I have known Kánara for 18 years and can say from my intimate knowledge of it that the progress made is wonderful and most encouraging. The poverty of the people, the badness of the climate and the natural difficulties which exist are the only obstacles to far greater improvement. The children—boys and girls—are most intelligent, patient, well-behaved and interesting. Mr. Karandikar has discharged his duties well as Deputy Educational Inspector. He is now leaving Kánara for Sholáp̃ur. If his successor carries on in the same spirit as Mr. Karandikar, with whom the revenue officials have found it a pleasure to co-operate, education will make still more extended strides in the ensuing years."

Bijápur.—(*E. J. Ebden, Esquire, C.S.*)—"Mr. Blathwayt has recorded the following remarks. In forwarding the yearly report from Mr. R. V. Bhánap, the Deputy Educational Inspector of Bijápur, the undersigned has the honour to state, considering the bad year we have had, the increase in attendance has been satisfactory. It has been impossible to increase the number of schools on account of want of funds. The school-master of Indi has done good work in starting a night school for low caste boys, the attendance being about 80. I wish this example could be more followed throughout the district.

"I have personally examined 33 schools this year and have generally found their progress satisfactory. Bidarkimdi school near Muddebihál was an exception, and I warned the master and the villagers that unless attendance and results were improved, the school must be shut up.

"As a general rule Hindustáni schools in this district are not a success on account of want of trained masters. The Bágalkot Hindustáni school is perhaps the best. I thought the Guledgudd Hindustáni school not well conducted. In this it showed a contrast to the Kánarese schools of Guledgudd where the teaching and attendance are very good. Girls' schools do not succeed in the district. The best I visited was at Bádámi. The girls' school at Indi should be closed. It is useless spending money on it. The Kánarese schools have I think much improved since I was in the district three years ago, and I think the improvement reflects credit on the present Deputy Educational Inspector."

Statement of Schools on the Local Fund Budgets within Municipal

Collectorate.	Municipality.	Number of Schools and Scholars on the Local Fund Budget within Municipal Limits.		Receipts within Municipal Limits		
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal Limits.	Cess-Receipts during 1884-85 of Villages or Towns within Municipal Limits.	Municipal Grants to Local Fund Budget on account of Schools within Municipal Limits.
1	2	3	4	5	6	7
				Rs. a. p.	Rs. a. p.	Rs. a. p.
Poona.	Bárámati	3	262	185 7 0	81 7 5	456 0 0
	Poona	15	2,002	4,062 0 0	24 11 1	400 0 0
	Indápur	1	147	154 9 0	177 15 8	15 0 0
	Junnar	3	380	277 9 6	1 15 6	240 0 0
	Khed	1	147	142 4 6	155 3 7	.....
	Álandi	2	85	52 2 6	27 2 0	113 0 0
	Talegaon Dábhadá	3	181	127 7 6	86 3 1	.....
	Lonávla	2	70	45 8 6	34 11 9	60 0 0
	Sásvad	2	283	261 4 6	178 10 4	90 0 0
	Jejuri	1	176	152 1 6	48 2 5	60 0 0
	Ghodnadi	3	158	175 4 0	102 14 5	314 15 0
	Talegaon Dhamdhera	1	134	107 9 6	97 2 9	.....
	Total	37	4,025	5,743 4 0	1,016 4 0	1,748 15 0
Sholápur.	Bársi	3	337	328 12 6	16 0 0	740 0 0
	Karmála	2	267	266 14 6	17 0 0	300 0 0
	Pandharpur	5	473	461 2 0	55 0 0	1,200 0 0
	Sángola	3	157	121 7 6	81 0 0	100 0 0
	Sholápur	9	931	988 13 6	160 0 0	1,150 0 0
	Total	22	2,165	2,167 2 0	329 0 0	3,490 0 0
Sátára.	Málcolmpeth	1	103	100 2 6	45 2 3	.....
	Karád	5	616	680 4 0	196 5 3	180 0 0
	Rahimatpur	2	198	158 6 6	299 13 11	.....
	Máyni	1	82	63 5 6	95 13 0	.....
	Pusesávli	1	76	88 6 6	58 13 5	.....
	Vita	1	119	161 13 6	100 5 9	.....
	Mhasvad	2	123	130 1 0	82 4 0	12 0 0
	Shingnápur	1	45	13 10 0	12 13 3	.....
	Sátára	9	1,476	2,344 15 6	44 3 3	.....
	Tásgaon	4	377	445 9 0	197 0 9	180 0 0
	Wái	6	584	543 0 6	210 9 3	360 0 0
	Ashta	3	396	270 0 6	697 8 9	240 0 0
	Islámpur	2	264	291 6 6	400 0 0	.....
	Total	38	4,459	5,291 1 6	2,440 12 10	972 0 0
Ratnágiri.	Chiplún	2	295	515 0 3	*	240 0 0
	Dápoli	1	133	113 15 6	2 4 5	.....
	Rájápur	1	239	232 0 9	2 6 5	.....
	Ratnágiri	3	566	474 3 0	72 11 7	.....
	Vengurla	3	528	515 2 3	59 15 9	319 11 9
	Total	10	1,761	1,850 5 9	137 6 2	559 11 9
Thána.	Bassein	7	808	920 13 0	71 5 2	402 0 0
	Bhiwndi	6	955	663 7 0	30 1 11	216 0 0
	Kalyán	5	588	461 1 0	62 6 3	59 0 0
	Máhim	2	373	283 9 0	225 3 3	36 0 0
	Thána	5	713	1,017 1 0	148 13 3	.....
	Bándra	3	192	333 9 0	211 6 2	200 0 0
	Kurla	2	77	43 9 6	73 10 11	.....
	Total	30	3,706	3,723 1 6	822 14 11	913 0 0
Kolába.	Alibág	2	391	412 3 0	27 9 11	.....
	Mahád	4	403	471 3 6	28 5 1	180 0 0
	Panvel	5	508	487 3 0	58 1 0	180 0 0
	Pen	4	465	619 2 6	48 2 2	160 0 0
	Roha	3	357	221 12 0	78 3 3	36 0 0
	Uran	3	280	246 15 0	133 2 1	30 0 0
	Total	21	2,404	2,458 7 0	373 7 6	586 0 0
	Grand Total	158	18,520	21,233 5 9	5,119 13 5	8,269 10 9

* Cess-receipts within the limits of the Chiplún Municipality are, the Mámlatdár

DIX J.

Limits in the Central Division for the year 1884-85.

Credited to Local Funds.		Expenditure from District Funds.			
Miscellaneous Receipts on account of Schools on Local Funds Budget within Municipal Limits.	Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal Limits.	Net Expenditure on Buildings and Repairs from Local Fund Budgets, *i. e.*, after deducting Receipts not entered in this Statement.	Total Expenditure from Local Fund Budget.	Net Loss to Local Funds after deducting Receipts from Expenditure on account of Schools.
8	9	10	11	12	13
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
.....	722 14 5	1,385 10 4	.....	1,385 10 4	662 11 11
1,527 1 2	6,013 12 3	10,822 15 3	.....	10,822 15 3	4,809 3 0
.....	347 8 8	718 11 7	.....	718 11 7	371 2 11
.....	519 9 0	1,676 5 10	.....	1,676 5 10	1,156 12 10
.....	297 8 1	679 2 6	.....	679 2 6	381 10 5
.....	192 4 6	358 6 11	.....	358 6 11	166 2 5
.....	213 10 7	1,087 3 9	.....	1,087 3 9	873 9 2
.....	140 4 3	315 1 6	.....	315 1 6	174 13 3
.....	529 14 10	1,357 6 6	.....	1,357 6 6	827 7 8
.....	260 3 11	555 9 0	.....	555 9 0	295 5 1
.....	593 1 5	1,038 3 3	.....	1,038 3 3	445 1 10
.....	204 12 3	598 13 9	.....	598 13 9	394 1 6
1,527 1 2	10,035 8 2	20,593 10 2	.....	20,593 10 2	10,558 2 0
10 0 0	1,094 12 6	1,109 12 6	.....	1,109 12 6	15 0 0
10 0 0	593 14 6	699 5 0	.....	699 5 0	105 6 6
.....	1,716 2 0	1,834 13 3	.....	1,834 13 3	118 11 3
10 0 0	312 7 6	317 7 6	.....	317 7 6	5 0 0
.....	2,298 13 6	2,473 11 6	.....	2,473 11 6	174 14 0
30 0 0	6,016 2 0	6,435 1 9	.....	6,435 1 9	418 15 9
.....	145 4 9	297 5 0	.....	297 5 0	152 0 3
.....	1,056 9 3	2,777 9 9	.....	2,777 9 9	1,721 0 6
.....	458 4 5	916 11 11	.....	916 11 11	458 7 6
.....	159 2 6	435 8 10	.....	435 8 10	276 6 4
.....	147 3 11	448 9 10	.....	448 9 10	301 5 11
.....	262 3 3	824 7 4	.....	824 7 4	562 4 1
0 5 0	224 10 0	639 9 0	.....	639 9 0	414 15 0
.....	26 7 3	187 14 5	.....	187 14 5	161 7 2
1 0 11	2,390 3 8	4,602 13 1	.....	4,602 13 1	2,212 9 5
1 10 6	824 4 3	2,026 4 6	.....	2,026 4 6	1,202 0 3
.....	1,113 9 9	2,602 1 6	.....	2,602 1 6	1,488 7 9
0 8 0	1,208 1 3	1,718 6 3	.....	1,718 6 3	510 5 0
2 0 9	693 7 3	1,088 4 9	.....	1,088 4 9	394 13 6
5 9 2	8,709 7 6	18,565 10 2	.....	18,565 10 2	9,856 2 8
.....	755 0 3	1,243 4 10	.....	1,243 4 10	488 4 7
0 12 0	116 15 11	916 10 9	.....	916 10 9	799 10 10
.....	234 7 2	927 14 10	.....	927 14 10	693 7 8
65 5 8	612 4 3	2,518 1 4	.....	2,518 1 4	1,905 13 1
6 5 6	901 3 3	1,792 10 0	.....	1,792 10 0	891 6 9
72 7 2	2,619 14 10	7,398 9 9	.....	7,398 9 9	4,778 10 11
.....	1,394 2 2	2,300 2 3	.....	3,300 2 3	1,906 0 1
.....	909 8 11	4,220 11 2	.....	4,220 11 2	3,311 2 3
.....	582 7 3	2,668 6 2	.....	2,668 6 2	2,085 14 11
.....	544 12 3	1,344 7 8	.....	1,344 7 8	799 11 5
.....	1,165 14 3	4,124 7 1	.....	4,124 7 1	2,958 8 10
.....	744 15 2	1,506 3 5	.....	1,506 3 5	761 4 3
.....	117 4 5	313 7 6	.....	313 7 6	196 3 1
.....	5,459 0 5	17,477 13 3	.....	17,477 13 3	12,018 12 10
.....	439 12 11	2,454 15 0	.....	2,454 15 0	2,015 2 1
.....	679 8 7	2,271 5 6	.....	2,271 5 6	1,591 12 11
.....	725 4 0	2,970 12 11	.....	2,970 12 11	2,245 8 11
.....	827 4 8	2,586 13 1	.....	2,586 13 1	1,759 8 5
.....	335 15 3	2,009 12 0	.....	2,009 12 0	1,673 12 9
.....	410 1 1	1,546 11 9	.....	1,546 11 9	1,136 10 8
.....	3,417 14 6	13,840 6 3	.....	13,840 6 3	10,422 7 9
1,635 1 0	36,257 15 5	84,311 3 4	.....	84,311 3 4	48,053 3 11

states, not yet ascertained.

Return of Schools and Scholars and of Receipts and Expenditure within Municipal Limits in 1884-85 for the North-East Division.

Collectorate.	Municipality.	Number of Schools and Scholars on the Local Fund Budget within Municipal Limits.		Receipts within Municipal Limits credited to Local Funds.					Expenditure from District Funds.			Net Loss to Local Funds after deducting Receipts from Expenditure on account of the Schools.
		Schools.	Scholars.	Fees of Schools on Local Fund Budget within Municipal Limits.	Cess Receipts during 1884-85 of Villages or Towns within Municipal Limits.	Municipal Grants to Local Fund Budget on account of Schools within Municipal Limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal Limits.	Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal Limits.	Net Expenditure on Buildings and Repairs from Local Fund Budget, i.e., after deducting Receipts not entered in this Statement	Total Expenditure from Local Fund Budget.	
1	2	3	4	5	6	7	8	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Khándesh	Amalner	3	302	369	...	180	...	549	1,573	36	1,609	1,060
	Párola	5	360	363	3	...	...	366	2,402	156	2,558	2,192
	Bhusával	5	408	270	59	1,715	179	2,223	2,701	3	2,704	481
	Chopda	5	379	234	...	180	...	414	2,563	22	2,585	2,171
	Songir	2	153	113	...	...	...	113	721	13	734	621
	Erandol	6	465	351	5	250	...	606	2,145	35	2,180	1,574
	Dharangaon	7	606	596	7	350	...	953	3,037	24	3,061	2,108
	Nandurbár	4	344	401	2	180	...	583	1,978	22	2,000	1,417
	Jalgaon	4	345	400	28	240	...	668	1,522	40	1,562	894
	Bhadgaon	2	236	326	1	180	...	507	1,450	20	1,470	963
	Sháháda	3	228	265	13	...	...	278	1,550	32	1,582	1,304
	Prakásha	1	134	94	1	...	...	95	604	16	620	525
	Shirpur	3	349	356	...	180	...	536	1,605	34	1,639	1,103
	Sávda	5	522	394	...	169	...	563	2,374	1,424	3,798	3,235
	Táloda	1	169	170	7	...	...	177	838	27	865	688
	Betávad	2	165	99	...	50	...	149	682	11	693	544
	Sindkheda	1	113	89	...	50	...	139	760	15	775	636
	Yával	5	545	264	...	240	...	504	2,348	19	2,367	1,863
	Varangaon	4	274	191	...	...	...	191	1,005	18	1,023	832
	Dhulia	6	715	464	...	...	...	464	3,020	524	3,544	3,080
	Total	74	6,812	5,809	126	3,964	179	10,078	34,878	2,491	37,369	27,291
Ahmednagar	Bhingár	3	261	128	39	...	...	167	918	11	929	762
	Sangamner	4	452	647	174	...	...	821	1,910	59	1,969	1,148
	Vámbori	2	114	81	321	...	...	402	785	41	826	424
	Ahmednagar	9	1,396	1,335	102	1,071	...	2,508	6,230	58	6,288	3,780
	Total	18	2,223	2,191	636	1,071	...	3,898	9,843	169	10,012	6,114
Násik	Trimbak	3	180	151	29	...	...	180	1,073	16	1,089	909
	Sinnar	5	302	317	...	60	...	377	1,687	40	1,727	1,350
	Yeola	7	715	609	26	1,105	...	1,740	3,932	31	3,963	2,223
	Igatpuri	3	254	279	20	213	...	512	1,143	124	1,267	755
	Málegaon	6	560	320	4	720	...	1,044	3,198	27	3,225	2,181
	Násik	10	1,299	1,385	44	100	...	1,529	6,304	73	6,377	4,848
	Total	34	3,310	3,061	123	2,198	...	5,382	17,337	311	17,648	12,266
	Grand Total	126	12,345	11,061	885	7,233	179	19,358	62,058	2,971	65,029	45,671

Return of Schools and Scholars and of Receipts and Expenditure within Municipal Limits in 1884-85 for the Northern Division.

Collectorate.	Municipality.	Number of Schools and Scholars on the Local Fund Budget within Municipal Limits.		Receipts within Municipal Limits credited to Local Funds.					Expenditure from District Funds.			Net Loss to Local Funds after deducting Receipts from Expenditure on account of the Schools.
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal Limits.	Cess-Receipts during 1884-85 of Villages or Towns within Municipal Limits.	Municipal Grant to Local Fund Budget on account of Schools within Municipal Limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal Limits.	Total.	Yearly recurring Expenditure of Local Fund Schools supported from Local Fund Budget within Municipal Limits.	Net Expenditure on Buildings and Repairs from Local Fund Budgets, i. e., after deducting Receipts not entered in this Statement.	Total Expenditure from Local Fund Budget.	
				Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
Surat	Surat	15	2,421	2,484 2 0	212 6 10	3,944 0 0	.....	6,640 8 10	9,477 9 11	.....	9,477 9 11	2,837 1 1
	Ránder	1	278	161 9 6	190 4 4	.....	.....	351 13 10	1,096 0 6	.....	1,096 0 6	744 2 8
	Mándvi	5	401	145 8 0	3 13 8	60 0 0	.....	209 5 8	1,997 14 11	.....	1,997 14 11	1,788 9 3
	Bulsár	7	629	378 10 6	194 0 8	.....	.....	572 11 2	3,036 0 8	.....	3,036 0 8	2,463 5 6
	Total	28	3,729	3,169 14 0	600 9 6	4,004 0 0	.....	7,774 7 6	15,607 10 0	.....	15,607 10 0	7,833 2 6
Broach	Jambusar	7	718	336 0 0	51 13 10	.....	.....	387 13 10	3,538 8 4	.....	3,538 8 4	3,150 10 6
	Broach	12	1,770	986 3 6	44 11 2	.....	.....	1,030 14 8	8,702 11 9	.....	8,702 11 9	7,671 13 1
	Anklesvár	5	695	309 0 0	19 12 1	.....	.....	328 12 1	3,607 11 2	.....	3,607 11 2	3,278 15 1
	Total	24	3,183	1,631 3 6	116 5 1	.....	.....	1,747 8 7	15,848 15 3	.....	15,848 15 3	14,101 6 8
Káira	Kapadvanj	5	688	324 15 0	154 7 10	.....	.....	479 6 10	2,523 6 11	.....	2,523 6 11	2,044 0 1
	Dákor	2	308	189 5 6	866 9 5	.....	.....	1,055 14 11	1,168 10 10	.....	1,168 10 10	112 11 11
	Nadiád	6	1,539	1,049 9 0	860 12 2	.....	.....	1,910 5 2	4,895 1 4	.....	4,895 1 4	2,984 12 2
	Mehmadabad	3	542	256 5 6	228 12 7	.....	.....	485 2 1	2,417 5 7	.....	2,417 5 7	1,932 3 6
	Kaira	4	435	263 7 6	395 11 4	.....	.....	659 2 10	2,115 5 2	.....	2,115 5 2	1,456 2 4
	Total	20	3,512	2,083 10 6	2,506 5 4	.....	.....	4,589 15 10	13,119 13 10	.....	13,119 13 10	8,529 14 0
Panch Máhals	Godhra	5	625	371 6 0	101 12 1	150 0 0	.....	623 2 1	2,790 13 0	.....	2,790 13 0	2,167 10 11
	Dohad	5	520	174 3 6	111 11 0	150 0 0	.....	435 14 6	2,143 10 10	.....	2,143 10 10	1,707 12 4
	Total	10	1,145	545 9 6	213 7 1	300 0 0	.....	1,059 0 7	4,934 7 10	.....	4,934 7 10	3,875 7 3
Ahmedabad	Parántij	2	561	239 5 0	127 4 1	.....	.....	366 9 1	1,767 11 6	.....	1,767 11 6	1,401 2 5
	Modása	2	493	277 8 0	31 4 4	100 0 0	.....	408 12 4	1,685 7 3	.....	1,685 7 3	1,276 10 11
	Ahmedabad	14	2,776	3,359 1 6	368 11 11	425 0 0	.....	4,152 13 5	11,038 4 10	.....	11,038 4 10	6,885 7 5
	Dholka	5	622	298 14 0	438 1 9	75 0 0	.....	811 15 9	2,433 10 5	.....	2,433 10 5	1,621 10 8
	Viramgám	4	555	286 2 0	225 4 10	200 0 0	.....	711 6 10	2,757 10 9	.....	2,757 10 9	2,046 3 11
	Dhandhuka	4	589	231 7 0	4 11 1	.....	.....	236 2 1	2,251 5 6	.....	2,251 5 6	2,015 3 5
	Gogha	1	170	126 9 6	6 3 11	.....	.....	132 13 5	586 8 10	.....	586 8 10	453 11 5
	Total	32	5,766	4,818 15 0	1,201 9 11	800 0 0	.....	6,820 8 11	22,520 11 1	.....	22,520 11 1	15,700 2 2
	Grand Total	114	17,035	12,249 4 6	4,638 4 11	5,104 0 0	.....	21,991 9 5	72,031 10 0	.....	72,031 10 0	50,040 0 7

Return of Schools and Scholars and of Receipts and Expenditure within Municipal Limits in 1884-85 for the Southern Division.

Collectorate.	Municipality.	Number of Schools and Scholars on the Local Fund Budget within Municipal Limits.		Receipts within Municipal Limits credited to Local Funds.					Expenditure from District Funds.			
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal Limits.	Cess-Receipts during 1884-85 of Villages or Towns within Municipal Limits.	Municipal Grants to Local Fund Budget on account of Schools within Municipal Limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal Limits.	Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal Limits.	Net Expenditure on Buildings and Repairs from Local Fund Budgets, i.e. after deducting Receipts not entered in this Statement.	Total Expenditure from Local Fund Budgets.	Net Loss to Local Funds after deducting Receipts from Expenditure on account of the Schools.
1	2	3	4	5	6	7	8	9	10	11	12	13
				Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Belgaum	Belgaum	6	1,113	826 7 6	3 6 0	60 0 0	.....	889 13 6	4,717 10 0	20 0 0	4,737 10 0	3,847 12 6
	Nipáni	3	445	298 1 0	6 2 0	204 0 0	.....	508 3 0	1,766 0 0	30 0 0	1,796 0 0	1,287 13 0
	Yemkanmardi	1	295	217 1 6	.....	.....	.....	217 1 6	803 6 0	15 0 0	818 6 0	601 4 6
	Gokák	5	648	515 6 6	0 7 0	180 0 0	.....	695 13 6	2,432 12 0	20 0 0	2,452 12 0	1,756 14 6
	Athni	4	527	425 5 0	2 11 3	690 0 0	.....	1,118 0 3	2,068 2 0	38 0 0	2,106 2 0	988 1 9
	Saundatti	2	459	243 14 6	0 3 4	60 0 0	.....	304 1 10	1,793 0 0	48 0 0	1,841 0 0	1,536 14 2
	Total	21	3,517	2,526 4 0	12 13 7	1,194 0 0	.....	3,733 1 7	13,580 14 0	171 0 0	13,751 14 0	10,018 12 5
Dhárwár	Dhárwár	11	1,588	824 8 0	25 11 9	200 0 0	.....	1,050 3 9	5,779 4 11	39 0 0	5,818 4 11	4,768 1 2
	Navalgund	3	312	168 4 0	0 2 1	100 0 0	.....	268 6 1	7,508 10 0	30 0 0	7,538 10 0	7,270 3 11
	Nargund	4	324	183 12 0	0 6 3	.....	.....	184 2 3	1,033 2 1	85 0 0	1,118 2 1	933 15 10
	Gadag	6	763	559 12 0	23 7 7	240 0 0	.....	823 3 7	3,032 13 6	65 0 0	3,097 13 6	2,274 9 11
	Hubli	12	2,258	1,189 8 0	25 9 7	.....	.....	1,215 1 7	7,421 10 2	25 0 0	7,446 10 2	6,231 8 7
	Háveri	3	321	356 14 0	1 12 10	.....	.....	358 10 10	1,488 14 3	30 0 0	1,518 14 3	1,160 3 5
	Byádgi	1	299	120 13 0	0 12 7	220 0 0	.....	341 9 7	564 15 2	14 0 0	578 15 2	237 5 7
	Ránebennur	5	580	426 8 0	0 7 11	.....	.....	426 15 11	1,885 4 6	34 0 0	1,919 4 6	1,492 4 7
	Total	45	6,545	3,829 15 0	78 6 7	760 0 0	.....	4,668 5 7	28,714 10 7	322 0 0	29,036 10 7	24,368 5 0
Bijápur	Kaládgi	3	160	222 3 0	86 11 9	100 0 0	.....	408 14 9	1,588 8 0	.....	1,588 8 0	1,179 9 3
	Bágalkot	7	555	575 1 0	126 11 7	300 0 0	.....	1,001 12 7	3,159 0 0	.....	3,159 0 0	2,157 3 5
	Ilkal	4	359	330 7 0	0 5 6	130 0 0	.....	460 12 6	1,168 5 0	.....	1,168 5 0	707 8 6
	Bijápur	7	577	472 0 6	43 12 6	200 0 0	.....	715 13 0	2,529 0 0	.....	2,529 0 0	1,813 3 0
	Total	21	1,651	1,599 11 6	257 9 4	730 0 0	.....	2,587 4 10	8,444 13 0	.....	8,444 13 0	5,857 8 2
Kánara	Kárwár	10	1,221	402 0 0	284 2 5	360 0 0	.....	1,046 2 5	3,337 6 6	.....	3,337 6 6	2,291 4 1
	Kumta	6	712	282 13 0	140 0 0	360 0 0	.....	782 13 0	2,705 5 7	.....	2,705 5 7	1,922 8 7
	Sirsi	5	608	425 4 6	24 11 4	624 0 0	.....	1,073 15 10	2,317 7 0	.....	2,317 7 0	1,243 7 2
	Haliyál	4	725	139 11 6	56 7 7	300 0 0	.....	496 3 1	2,430 10 3	.....	2,430 10 3	1,934 7 2
	Total	25	3,266	1,249 13 0	505 5 4	1,644 0 0	.....	3,399 2 4	10,790 13 4	.....	10,790 13 4	7,391 11 0
	Grand Total	112	14,979	9,205 11 6	854 2 10	4,328 0 0	.....	14,387 14 4	61,531 2 11	493 0 0	62,024 2 11	47,636 4 7

Returns of Schools and Scholars and of Receipts and Expenditure within Municipal Limits in 1884-85 for Sind.

Collectorate.	Municipality.	Number of Schools and Scholars and the Local Fund Budget within Municipality Limits.		Receipts within Municipal Limits credited to Local Funds.					Expenditure from District Funds.				Remarks.
		Schools.	Scholars.	Fees of Scholars on Local Fund Budget within Municipal Limits.	Cess-Receipts during 1884-85 of Villages or Towns within Municipal Limits.	Municipal Grant to Local Fund Budget on account of Scholars within Municipal Limits.	Miscellaneous Receipts on account of Schools on Local Fund Budget within Municipal Limits.	Total.	Yearly recurring Expenditure on Local Fund Schools supported from Local Fund Budget within Municipal Limits.	Net Expenditure on Buildings and Repairs from Local Fund Budgets, i.e., after deducting Receipts not entered in this Statement.	Total Expenditure from Local Fund Budget.	Net Loss to Local Funds after deducting Receipts from Expenditure on account of the School.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
				Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Karáchi	Karáchi	10	1,045	1,687 8 0	296 4 6	2,192 0 0	....	4,175 12 6	7,942 3 6	270 8 0	8,212 11 6	4,036 15 0	
	Sehwan	2	149	190 0 0	5 12 0	720 0 0	....	915 12 0	1,709 1 0	106 14 0	1,815 15 0	900 3 0	
	Bubak	1	107	....	....	120 0 0	....	120 0 0	864 0 0	....	864 0 0	744 0 0	
	Dádú	1	67	....	3 9 0	216 0 0	....	219 9 0	457 2 6	40 0 0	497 2 6	277 9 6	
	Tátta	3	412	246 12 0	28 3 4	15 0 0	....	289 15 4	2,762 10 6	253 0 0	3,015 10 6	2,725 11 2	
	Keti Bandar	1	50	....	14 6 4	330 0 0	....	344 6 4	522 8 7	....	522 8 7	178 2 3	
	Mirpur Batoro	1	70	....	20 15 0	240 0 0	....	260 15 0	558 8 8	....	558 8 8	297 9 8	
	Kotri	4	243	83 0 0	17 3 5	480 0 0	....	580 3 5	2,494 8 6	105 7 3	2,599 15 9	2,019 12 4	
	Mánjhand	2	152	....	12 10 8	....	....	12 10 8	622 9 1	62 0 0	684 9 1	671 14 5	
	Total	25	2,295	2,207 4 0	399 0 3	4,313 0 0	....	6,919 4 3	17,933 4 4	837 13 3	18,771 1 7	11,851 13 4	
Hyderabad	Hyderabad	18	1,228	571 3 0	161 15 0	840 0 0	....	1,573 2 0	10,260 0 7	....	10,260 0 7	8,686 14 7	
	Tando Muhammad Khán	2	178	2 8 0	2 13 0	228 0 0	....	233 5 0	960 0 0	45 0 0	1,005 0 0	771 11 0	
	Hála	1	98	....	6 10 0	157 8 0	....	164 2 0	925 3 7	57 4 10	982 8 5	818 6 5	
	Matári	1	100	....	15 0 0	240 0 0	....	255 0 0	550 9 5	....	550 9 5	295 9 5	
	Tando Alahyar	1	84	....	0 4 0	240 0 0	....	240 4 0	646 9 5	52 2 3	698 11 8	458 7 8	
	Tando Adam	2	82	....	1 3 0	576 0 0	....	577 3 0	1,054 9 5	49 8 0	1,104 1 5	526 14 5	
	Shahdádpur	1	48	11 4 6	5 3 0	29 0 0	....	45 7 6	404 6 3	....	404 6 3	358 14 9	
	Nasarpur	3	306	....	0 5 0	....	....	0 5 0	2,187 12 0	....	2,187 12 0	2,187 7 0	
	Naushahro	1	147	....	25 7 0	160 0 0	....	185 7 0	719 11 7	67 9 0	787 4 7	601 13 7	
	Thárú Sháh	2	166	204 1 0	34 13 0	280 0 0	....	518 14 0	1,435 8 0	148 6 0	1,583 8 0	1,064 10 0	
	Bhiria	1	123	20 4 0	....	268 0 0	....	288 4 0	967 3 7	40 0 0	1,007 3 7	718 15 7	
	Kandiáro	1	88	14 3 0	....	96 0 0	....	110 3 0	462 0 0	45 0 0	507 0 0	396 13 0	
	Moro	1	61	....	....	167 0 0	....	167 0 0	307 13 4	38 0 0	345 13 4	178 13 4	
	Total	35	2,709	823 7 6	253 9 0	3,281 8 0	....	4,358 8 6	20,881 7 2	542 8 1	21,423 15 3	17,065 6 9	
Shikárpur	Shikárpur	11	1,829	1,289 11 6	82 13 0	2,144 0 0	....	3,516 8 6	10,353 4 0	....	10,353 4 0	6,836 11 6	
	Mehar	1	30	....	7 11 4	....	....	7 11 4	1,294 9 3	....	1,294 9 3	1,286 13 11	
	Garhi Yásin	2	118	20 15 0	23 2 0	180 0 0	....	224 1 0	1,129 8 3	75 0 0	1,204 8 3	980 7 3	
	Rohri	4	427	475 5 0	20 9 8	1,393 8 3	....	1,889 6 11	4,792 4 2	483 0 0	5,275 4 2	3,385 13 3	
	Lárkána	5	455	636 6 0	84 3 8	1,746 0 0	....	2,466 9 8	5,473 11 7	462 0 0	5,935 11 7	3,469 1 11	
	Kambar	1	97	36 4 0	16 15 8	295 0 0	....	348 3 8	879 5 4	70 0 0	949 5 4	601 1 8	
	Rato-dero	2	95	....	7 3 4	120 0 0	....	127 3 4	1,240 8 5	....	1,240 8 5	1,113 5 1	
	Kakar	1	51	1 0 0	....	....	....	1 0 0	355 6 1	....	355 6 1	354 6 1	
	Ghotki	1	50	....	....	180 0 0	....	180 0 0	426 12 0	25 0 0	451 12 0	271 12 0	
	Total	28	3,152	2,459 9 6	242 10 8	6,058 8 3	....	8,760 12 5	25,945 5 1	1,115 0 0	27,060 5 1	18,299 8 8	Sukkur Schools are already in the hands of the Municipality, so they have been omitted.
Upper Sind Frontier District	Jacobabad	6	267	....	....	....	....	....	3,517 8 9	....	3,517 8 9	3,517 8 9	
Thar and Párkar District	Nagar	1	85	....	....	....	....	....	408 0 7	43 0 0	451 0 7	451 0 7	
	Mitti	1	174	....	....	....	....	....	1,027 3 8	150 6 0	1,177 9 8	1,177 9 8	
	Umarkot	2	146	....	....	....	....	....	1,298 4 10	69 13 5	1,368 2 1	1,368 2 1	
	Total	4	405	....	....	....	....	....	2,733 9 1	263 3 3	2,996 12 4	2,996 12 4	
	Grand Total	98	8,828	5,490 5 0	895 3 11	13,653 0 3	....	20,038 9 2	71,011 2 5	2,758 8 7	73,769 11 0	53,731 1 10	
	Grand Total for the Presidency	608	71,707	59,239 10 9	12,392 9 1	38,537 11 0	1,314 1 6	1,12,084 0 4	3,50,943 2 8	6,222 8 7	3,57,165 11 3	2,45,131 10 11	

APPENDIX K.

The Education of Mahammadans.

To

His Excellency
The Right Honorable LORD REAY,
Governor and President in Council,
Bombay.

The Humble Memorial of the Anjuman-i-Islam of Bombay

Respectfully showeth,

1. That your Memorialists as representing the Mahammadan community of Western India, beg in the first place to offer your Lordship a hearty welcome to these shores. They feel convinced that the cause of Mahammadan education, in the extension and promotion of which they have especially interested themselves, could not but receive sympathetic attention from your Lordship, who has devoted so much time and consideration to the subject of education in Europe.

2. My Lord, ever since our institution was established in 1876, we have deemed it our duty from time to time to address Government and the educational authorities on the subject of Mahammadan education. So far back as January 1879 we ventured to point out the deplorable state of this once powerful and prosperous, but now decayed and fallen, community. We ventured to state the causes that have led to the decline of education and the obstacles that stood in the way of our community in the race of life with our more fortunate fellow-subjects of other races and creeds. We further ventured to point out some of the remedies that we considered should be applied without delay to stop this undesirable state of things, and it is to us a matter of melancholy satisfaction that the labours of the Education Commission have resulted in certain conclusions and recommendations which entirely confirm the views we had ourselves pressed on Government several years ago.

3. My Lord, the report of the Education Commission is so exhaustive that we have but little to add to it so far as Mahammadan education is concerned, but we venture to ask your Excellency to carry out the recommendations of the Commission in a liberal and benevolent spirit, and to give them as large a scope as the financial position of this Presidency will permit. With a view however to enable your Excellency to deal with this difficult and intricate subject in a manner that shall meet the views of the Mahammadan community at large, we venture to take each one of the recommendations of the Commission *seriatim*, and to offer such observations thereon as seem to be called for by the necessities of the case.

4. But my Lord, before we proceed to do so we beg to draw your Excellency's careful attention to certain passages in the report which have a most important bearing upon the subject at large. In paragraph 580 the Education Commission say as follows :—

"But apart from the social and historical conditions of the Mahammadan community in India there are causes of a strictly educational character which heavily weight it in the race of life. The teaching of the Mosque must precede the lessons of the school. The one object of a young Hindu is to obtain an education which will fit him for an official or a professional career. But before the young Mahammadan is allowed to turn his thoughts to secular instruction he must commonly pass some years in going through a course of sacred learning. The Mahammadan boy therefore enters school later than the Hindu. In the second place he very often leaves school at an earlier age. The Mahammadan parent belonging to the better classes is usually poorer than the Hindu parent in a corresponding social position. He cannot afford to give his son so complete an education. In the third place, irrespectively of his worldly means, the Mahammadan parent often chooses for his son while at school an education which will secure for him an honorable place among the learned of his own community, rather than one which will command a success in the modern professions or in official life. The years which the young Hindu gives to English and Mathematics in a public school, the young Mahammadan devotes in a Madrasa to Arabic and the Law and Theology of Islam. When such an education is completed, it is to the vocation of a man of learning rather than to the more profitable professions, that the thoughts of a promising Mahammadan youth naturally turn. The above are the three principal causes of an educational character which retard the prosperity of the Musulmáns. It would be beyond the province of a strictly Educational Report to attempt generalisations based upon the social or historical conditions which affect the Mahammadan community in India. The recommendations we proceed to make have been framed, we believe, not merely with a regard to justice, but with a leaning towards generosity. They are based not more upon the suggestions contained in the Provincial Reports than upon the evidence of witnesses and the representations of public bodies. They deal, we think, with every form of complaint, that is grounded in fact, and they contemplate the various circumstances of various localities. Few of them, indeed, are of general application. Many of them, we trust, will before long be rendered obsolete. Special encouragement to any class is in itself an evil, and it will be

a sore reproach to the Musalmáns if the pride they have shown in other matters does not stir them up to a course of honorable activity, to a determination that whatever their backwardness in the past, they will not suffer themselves to be outstripped in the future—to a conviction that self-help and self-sacrifice are at once nobler principles of conduct and surer paths to worldly success than sectarian reserve or the hope of exceptional indulgence. We have spoken of the causes; we here accept the fact that at all events in many parts of the country the Musalmáns have fallen behind the rest of the population."

5. Having made these general observations we now beg to offer our suggestions upon each of the recommendations of the Commission. The first is as follows:—"That the special encouragement of Mahammadan education be regarded as a legitimate charge on Local, on Municipal, and on Provincial Funds." In order to carry this recommendation into effect your Memorialists beg to suggest that the amount to be devoted to special Mahammadan education should not in any place, and under any circumstances, be allowed to fall below the proportion that the Mahammadan community bears to the general population at large. Your Memorialists believe that the Mahammadan population of the Bombay Presidency is about $\frac{1}{8}$ of the total population. They would, therefore, submit that the special grant for Mahammadan education should be at least $\frac{1}{8}$ of the grant made by Government for education generally. Similarly the Mahammadan population of the city of Bombay is about $\frac{1}{4}$ of the whole, and therefore not less than $\frac{1}{4}$ of the municipal grant should be especially devoted to Mahammadan education. Your Memorialists submit that the course they recommend is only what would be considered fair and just under any circumstances even if the Mahammadans were on a level with the rest of the Indian communities. The above proportion is, therefore, only suggested as the minimum which should be devoted to Mahammadan education out of the Local, Municipal and Provincial Funds, respectively,—a minimum however of which, your Memorialists regret to observe, only a very small portion is at present applied to Mahammadan education,—a minimum, which if it had been properly applied from the first would certainly have placed the Mahammadan community in a far better position than is unhappily the case at present. Having regard however to the specially backward position of the Mahammadan community, your Memorialists submit that the mere application of this minimum would not now meet the necessities of the case. If the Mahammadans are ever to make up for lost time, if they are ever to be abreast of the rest of the Indian communities, they ought to get not merely their proportionate share of the grant, as a matter of justice and fairness, but they ought to get a higher proportion by way of compensation for past neglect, and in order to enable them to get abreast of the other communities, who are now far in advance of them in education, in enlightenment, in civilization generally, and in all the moral, social, and political advantages which necessarily result as the consequence of such education. Your Memorialists would here repeat what has been said so often on previous occasions that the ignorance of the Mahammadan community must lead to poverty and poverty to discontent, and the discontent of such a large community as the Musalmáns of India containing no less than 40 millions of Her Majesty's subjects cannot but be a source of danger to the State.

6. The second recommendation of the Education Commission is "that indigenous schools be liberally encouraged to add purely secular subjects to their course of instruction." It is extremely important to give the widest possible effect to this recommendation. There are hundreds of small indigenous schools spread all over the Presidency. They are mostly kept by some Mulla who gains a small living out of the fees;—or are attached to Mosques and other charitable institutions. They generally teach the Koran and a little Hindustáni. Some of these are kept by really learned men who teach Persian and Arabic up to the highest point of Mahammadan Theology and Jurisprudence. It would, therefore, afford a vast impetus to secular education if these teachers could be induced to introduce reading and writing the vernaculars, arithmetic, history, and geography, into their schools. Your Memorialists are of opinion that there would be no difficulty whatever in attaining this object, and they strongly recommend that grants should be made by Government for that purpose, and that a Committee partly of respectable Mahammadan gentlemen and partly of educational authorities should be appointed in each locality to fix the amount of the grant. The Anjuman would be only too happy to assist Government in this matter, so far as the city of Bombay is concerned. The payment of the grant should be conditional on the teachers keeping proper registers of attendance, &c., and subjecting themselves to inspection and supervision by the local committee.

7. The 3rd recommendation is "that special standards for Mahammadan Primary Schools be prescribed." Your Memorialists have nothing to add to this recommendation except to request that these special standards should not be fixed by the educational authorities without consulting your Memorialists and any other local bodies interesting themselves in the cause of Mahammadan education.

8. The 4th recommendation is that "Hindustáni be the principal medium for imparting instruction to Mahammadans in primary and middle schools except in localities where the Mahammadan community desire that some other language be adopted." Your Memorialists attach great importance to this recommendation, as it is one for which they had been contending for many years, and they believe that if it is fairly carried out it will give an enormous impetus to Mahomedan education. Your Memorialists believe that a good series of Hindustáni test-books now exists—which could easily be adopted in Hindustáni schools. But if necessary, your Memorialists would suggest that proper inducements should be offered

to literary men to compose or translate books suitable to the requirements of the Musalmán boys of this Presidency.

9. The 5th recommendation is that "the official vernacular in places where it is not Hindustáni, be added as a voluntary subject to the curriculum of primary and middle schools for Mahammadans maintained from public funds, and that Arithmetic and Accounts be taught through the medium of that vernacular." Your Memorialists have nothing to add to this recommendation beyond saying that the official vernacular must not merely be a voluntary subject in all parts of the Presidency, but that it should be more or less insisted upon according to the circumstances of each district. In Gujarát, for instance, a knowledge of the Gujaráti language is essential, and the same may be said of the Maráthi in parts where that language prevails. If this was not done, the Mahammadans would be learning an ornamental language at the expense of the useful one. What should be aimed at really is to combine a knowledge of both if possible, so that the Mahammadan youth should not merely be an accomplished member of his own community, but a good and useful citizen as well.

10. The 6th recommendation is "that in localities where Mahammadans form a fair proportion of the population, provision be made in Middle and High Schools maintained from public funds for imparting instructions in the Hindustáni and Persian languages." This is a very necessary measure, and if properly carried out, will make education popular among Musalmáns. Your Memorialists have only to suggest that in the High Schools where necessary a provision may be made for teaching Arabic in addition to the Persian, because it is likely that many of the Mahomedan pupils have already probably learnt the Persian language before entering the High School.

11. The 7th recommendation is that "higher English education for Mahammadans, being the kind of education in which that community needs special help, be liberally encouraged." Your Memorialists venture to think that this is one of the most important of all the recommendations made by the Education Commission. It is the want of higher English education that has brought the Musalmán community to its present deplorable state. Whether we look to the liberal professions or to Government service, or to positions of honor generally, it is impossible not to feel the disproportion between the numerical strength of the Musalmán community, and the positions of honor and trust held by its members, and therefore unless a vigorous effort is made to retrieve the past, the Mahammadans will continue to be in their present backward condition, and thus be a disturbing element in the population of India. Your Memorialists would, therefore, earnestly impress upon your Excellency in Council the urgent need of taking every possible step to give the greatest effect to this recommendation. These steps will be discussed later in the course of this memorial.

12. The 8th recommendation is that "where necessary a graduated scale of special scholarships for Mahammadans be established; to be awarded (*a*) in primary schools and tenable in middle schools; (*b*) in middle schools and tenable in high schools; (*c*) on the results of the Matriculation and First Arts Examinations and tenable in Colleges"; and the 9th recommendation is "that in all classes of schools maintained from public funds a certain proportion of free studentships be expressly reserved for Mahammadan students." Your Memorialists are of opinion that if these recommendations are liberally carried into effect a vast improvement will soon be effected in the state of the Musalmán community of this Presidency. The extreme poverty of the Musalmán community is best illustrated by a few statistics furnished by the Anjuman-i-Islam schools. We have now 600 pupils on the rolls. The fees vary from four annas to one rupee, which must be admitted to be extremely moderate, and yet in spite of these low fees we have no less than 146 or 40 per cent. of pupils who are too poor to pay even these fees, and who are therefore admitted free of any charge whatsoever. Another significant fact is this. We last year sent up from our schools 17 students to the 5th Standard of the Elphinstone High School. No less than 15 out of these boys are too poor to pay the fees, and the Anjuman is therefore paying their fees out of its own funds. It is clear from these facts that unless the Anjuman gave education to those boys at its own cost they would be growing up ignorant and therefore poor and discontented members of society. Your Memorialists would, therefore, strongly recommend Government not merely to give full effect to the above recommendations of the Commission, but to go a step further and pass a general order directing the admission of *all* poor Musalmán boys into all Government schools and colleges entirely free, provided they produce a satisfactory certificate of poverty. Your Memorialists have already submitted a separate memorial to Government on this particular point, and they earnestly trust that their request will be granted—especially as the compliance with this request cannot, for many years to come, cause any additional expense to Government, as the Musalmán youths, who are likely to avail themselves of it, will not be sufficiently numerous to require additional teachers, so far at least as High Schools and Colleges are concerned.

13. The 10th recommendation is "that in places where educational endowments for the benefit of the Mahammadans exist, and are under the management of Government, the funds arising from such endowments be devoted to the advancement of education among Mahammadans exclusively." The justice of this recommendation is so obvious that your

Memorialists would say nothing further upon it. They would however call the attention of your Excellency in Council to the fact that a very large number of endowments exist in this Presidency, amounting, as your Memorialists are convinced, to many lákhs of rupees, which are not being applied by the trustees in charge of the funds to the purposes for which they were intended, and of the benefit of which the Musalmán community is therefore wholly or partially deprived. Your Memorialists believe that if a proper enquiry were made many flagrant instances of this kind would be found even in the city of Bombay. It is difficult, however, to ascertain the exact details relating to these trusts, without being armed with some special authority for that purpose. Your Memorialists would, therefore, venture to submit for your Excellency's consideration, whether some means may not be devised for calling upon the trustees of charities or supposed charities for an account of their administration. As Mahammadan wills do not require probate, and as they are not, as a rule, proved in any Court of Justice, the difficulty of exactly ascertaining the terms of any testamentary grants for educational and other charitable purposes is obviously very great. Your Memorialists, however, think that if a small Commission, with the Director of Public Instruction as its President, were appointed to examine and report on the matter, great benefit would be conferred upon the Musalmán community at large. Under any circumstances your Memorialists trust that general instructions will be issued to the Educational Department to inquire into this matter and to take such steps, legal or otherwise, as may be necessary to enforce the trusts and charities in question.

14. The 11th recommendation is "that where Mahammadan endowments exist and are under the management of private individuals or bodies, inducements by liberal grants-in-aid be offered to them to establish English teaching schools or colleges on the grant-in-aid system." Your Memorialists believe that in order to carry out this recommendation it will be necessary to extend Government grants in a more liberal manner to Mahammadan institutions than to those of other communities. Indeed this seems to have been the obvious intention of the Education Commission itself, for otherwise it would not have been inserted in the list of *special* recommendations for Mahammadans. It would not perhaps be out of place here to remind your Excellency that there are very few Mahammadan endowments that are purely intended for educational purposes. Most of them are for religious and charitable purposes generally, and education is only a part of the scheme of the grantor. A large number of them are intended to board, lodge and clothe poor boys, applying a comparatively small portion of the income to education, either directly or by defraying the cost of the education at some schools to which the boys may be sent. Your Memorialists submit that all such institutions should be regarded by Government as educational institutions, and should be liberally aided according to the special circumstances and utility of each institution.

15. Your Memorialists further submit that one mode of aiding Mahammadan endowments, which might be usefully adopted by Government, is to make some special provision for receiving deposits, and paying a higher rate of interest upon them than is allowed on Government Promissory Notes. This would not only benefit the endowments themselves, but would indirectly benefit Government. As a rule Mahammadan charitable funds are not invested in Government securities, first because there is a religious objection to investing monies at interest, and secondly because the interest allowed by Government is regarded as too small. The result is that charity funds are often lost by reason of their having been invested in improper or unsafe securities. If, therefore, Government were to receive deposits for educational purposes and make grants to the depositors at liberal rates, not as interest but as grants-in-aid—under certain special arrangements it would benefit all parties concerned, and would induce Mahammadan trustees to deposit moneys with Government, as both the objections above set forth would thus be obviated.

16. The 12th recommendation is "that where necessary, normal schools or classes for the training of Mahammadan teachers be established; that whenever instruction is given in Mahammadan schools, through the medium of Hindustáni, endeavours be made to secure, as far as possible, Mahammadan teachers to give such instruction," and the 14th recommendation is "that Mahammadan inspecting officers be employed more largely than hitherto, for the inspection of primary schools of Mahammadans. These recommendations are so obviously just and necessary that your Memorialists do not think any observations are necessary to press them upon your Excellency's attention. They would only add that *at least* one Mahammadan Inspector should be appointed for each educational division.

17. The Education Commission in paragraph 507 of their report say "another useful means of spreading knowledge among the Mahammadans will be the recognition and encouragement by the State of such Associations as the Anjuman-i-Islam in Bombay, and the Anjumain-i-Islamia at Lahore," and they therefore recommend "that Associations for the promotion of Mahammadan education be recognized and encouraged." Your Memorialists are highly gratified at having been thus prominently brought to the notice of Government, and they need scarcely say that their utmost efforts will always be directed to render such aid and assistance to Government in all matters concerning the welfare of Mahammadans, as lies in their power. They have to thank the Government and Educational authorities for already forestalling the Education Commission, because they must gratefully acknowledge that they have already received that encouragement and recognition

from the State which the Commission think ought to be extended to them. Your Memorialists would therefore submit that a general direction should be given to the Educational authorities to consult your Memorialists and other similar local institutions on all questions of Mahammadan education before passing any final orders.

18. The 16th recommendation is "that in the annual report on public instruction a special section be devoted to Mahammadan education." Your Memorialists have only to add that copies of such reports should be sent to all such bodies and Associations as may be recognised by Government as worthy of encouragement.

19. The 17th and the last recommendation is "that the attention of Local Governments be invited to the question of the proportion in which patronage is distributed among educated Mahammadans and others." Your Memorialists believe this to be perhaps the most important of all the recommendations of the Education Commission not even excluding the first. Your Excellency need not be reminded how few are the Musalmáns in Government service as compared with the members of other communities. Indeed, so far as this Presidency is concerned, they may be said to be practically excluded from all positions of trust, honor, and emolument. Some slight improvement has been made in this direction during the last five or six years, but it is nothing in comparison to what the necessities of the case demand. This matter has often been pressed upon the attention of Government on behalf of your Memorialists and other similar institutions all over India, but now that it has been so prominently brought to the notice of Government by the Education Commission, your Memorialists cannot but hope that some practical measures will be adopted to remedy the evil. The Mahammadans have fallen so far behind the other races in this respect that they will always remain behind unless special and prompt measures are at once adopted to bring them up to the point of equality with the others. Not only must they have their proper share in the State patronage in future, but a sufficient number of them must be employed in preference to other communities as vacancies occur—until a due proportion is established. Under the present circumstances there will always be a far larger number of candidates of other races and creeds, who are probably equally qualified with any Musalmán candidates that may present themselves, and therefore unless preference is given to the Musalmán candidates, they will never have a chance of getting abreast of the other communities in Government service. This preference *would in reality be no preference at all.* It would only be a compensation for exclusion from Government employment which had been inflicted upon the Mahammadan community in past years. Your Memorialists think it would be impossible to overrate the feeling of dissatisfaction, dejection, and disappointment bordering almost on discontent which has been engendered in the Musálmán community from a feeling that they have hitherto been neglected by Government in favor of other communities. The labors of the Education Commission have placed it beyond the power of any one now to say what had been urged before that their complaint is altogether unfounded. And your Memorialists therefore submit that the remedy for curing this great evil must be as powerful and effective as the evil itself is great and of long standing. They would, therefore, earnestly invite your Excellency's careful consideration to the following suggestions:—

(*a*) That an enquiry should be made as to the proportion in which Mahammadans, having regard to the numerical strength of their community, ought to have been employed and should now be in Government service.

(*b*) That an enquiry should be made as to the number of Musálmáns actually employed in each Department of the public service in the city and Presidency of Bombay.

(*c*) That strict orders should be issued to the Heads of Departments to fill up vacancies with Musalmán candidates until a due proportion is established between the Musalmán and other communities respectively.

(*d*) That in order to find a sufficient number of Mussalman candidates rules and regulations as to qualification should be relaxed or enforced less strictly and in favor of Musalmáns, especially in regard to age and University or other examination tests, until a due proportion is established.

(*e*) That in distributing State patronage and conferring positions of honour and emolument such as the offices of the Sheriff of Bombay, Justices of the Peace, Fellows of the Univereity, Members of the Municipal Corporation, Town Council, &c., the claims of the Musalmán community should be carefully and prominently borne in mind, and the distinctions conferred on members of the Musalmán community should not be less in proportion to those on members of the other communities.

Your Memorialists have now dealt with all the recommendations of the Education Commission, and they beg to express an earnest hope that the observations and suggestions they have ventured to make with regard to the best mode of carrying out those recommendations will meet with the approval and sanction of your Excellency in Council.

My Lord, so grave is the condition of the Musalmán population of India, so far behind are they in comparison with the rest of the Indian communities, so wide-spread are ignorance and consequent poverty and dissatisfaction among them, that your Memorialists think

they would not be discharging their duty as loyal subjects of Her Majesty, if they did not press upon your Excellency in Council the grave necessity of immediately dealing with the various questions raised in this Memorial. That your Excellency in Council will deal with them "not merely with a regard to justice, but with a leaning towards generosity," is a conviction firmly entertained by your Memorialists, not only on account of the gravity of the circumstances of the Musalmán community, but also from a knowledge of the great interest, deep thought and generous sympathy, which your Excellency has ever displayed in dealing with all important questions relating to national education.

In conclusion your Memorialists beg to apologize for the length of this Memorial, but they trust that the importance, the difficulty and the intricacy of the subject, as well as the vastness of the interests involved, will be deemed by your Excellency a sufficient excuse for so long trespassing on your most valuable time.

And your Memorialists as in duty bound will ever pray, &c., &c.

C. TYABJEE, President.
B. TYABJEE, Secretary.

Bombay, 25th April 1885.

No. 1934 of 1885-86.

Poona, Office of the Director of Public Instruction, 26th June 1885.

FROM

W. LEE-WARNER, Esq., M.A., C.S.,
Acting Director of Public Instruction;

To

THE CHIEF SECRETARY TO GOVERNMENT,
Educational Department.

SIR,

I have the honour to submit my report on the whole field of Mahammadan education, as traversed by the Memorial of the Anjuman-i-Islám, forwarded to me under Government memorandum No. 916, dated May 12th, 1885.

2. The Memorial commences with general observations; recapitulates the 17 recommendations of the Education Commission offering a commentary on each; formulates on page 16 five proposals relative to patronage; and concludes, as it began, with general observations on the discontent prevalent amongst the Mahammadan community. It is not necessary for me to deal in detail with each of these parts. The observations offered on widespread discontent as "a source of danger" to Government and on the "neglect" of Government have already excited much comment, offering, as they seem to do, a strange contradiction to the assurances of Mahammadan contentment and loyalty which Mr. Mehdi Ali, the Navváb Abdul Latif, and the Honourable Sayyad Mahammad have lately published. The language of the Memorial is somewhat exaggerated on this subject, and it can be left to carry with it its own obvious commentary. In regard to the distribution of patronage my remarks, such as it falls within my sphere to offer, will be contained in the last paragraph of this letter. It is with reference to the seventeen recommendations that I shall address Government at fuller length. But it will clear the ground for me to disclaim at the outset any intention of entering upon a defence of the educational policy of Government. Education in European knowledge and European modes of thought is the task which this Department is organised to set before itself. Its failure in its duty must be proved by a departure from the course laid down for it. The Memorialists unmistakeably look on this side and on that side of the course marked out for this Department. It is not unnatural that Mahammadans should view with regret, and even with dissatisfaction, the modern tendency towards Western education. They may dislike the strictly secular character of our schools, the absence of moral or religious instruction, the impartial standard by which Government patronage is distributed, the preference shown by the administration for the vernacular languages of the Hindu population, and the place assigned to English in preference to the classical languages, Arabic and Persian, in our higher education. But the British Government holds that the influence, which the Mahammadan community has the right to expect, must be gained by their success in that form of modern education which is adapted to the progressive wants of all the various communities of India. I can then only recognise two grounds of dissatisfaction as demanding serious attention. First it must be shown that our public schools place Mahammadans under

The Memorial.

disadvantages which specially weigh upon them: or secondly, it must be proved that our grant-in-aid system, which was chiefly intended to enable the native races to organise and manage their own education, has been unfairly administered. In dealing with the present Memorial, I shall invite attention to both these parts of our system, the Government or Board schools, and aided schools. I shall ask Government to consider whether the Mahammadans have been neglected in either of these classes of schools, and I shall endeavour to suggest measures for encouraging that community to make still greater efforts.

Census Statistics.

3. The Bombay Census Report shows (at page 159, Volume I.) by statistics that the Mahammadan population is on the whole, and except in Sind and the Karnátic, better instructed than the Hindu. The census returns are, however, insufficient for the purposes of the present Memorial. This insufficiency is not merely due to the fact that the figures are for a year gone by, but to the more important considerations that they do not analyse the returns according to stages of instruction, and that they include as "Educated" boys and men who owe their instruction to no school aided or instituted by Government. Now the Memorialists charge Government with neglecting their education, and in order to meet that charge archaic figures taken from the Census Report, which include home-taught men and boys, will not afford any adequate answer.

Representation of Mahammadans in public schools.

4. For this reason, I have prepared the special return attached to this letter which shows not only the number of Mahammadans at our public schools, whether Government or aided in each district, as compared with the whole Mahammadan population and with the school-going population of other races, but also the distribution of the Mahammadan school boys throughout the various grades of instruction. It will be observed that, on the whole, the Mahammadan community takes larger advantage of the Government system of education than the Hindus do, although the Bráhmans naturally take greater advantage than any other section of the community. In fact, if Sind and Bombay City be left out of consideration, the Mahammadans so far from being neglected find a larger representation in the schools than they do in the general community. If, as the Memorialists pray, they were given their share of the scheme of education they would in almost every district be restricted in attendance at school rather than encouraged. In the calculations which follow, I have preferred to deal with male education only, since the statistics of female education are small, and vary considerably according to the social customs of each class of the community. In Sind the Mahammadan male population constitutes 78 per cent. of the male population of the province. Yet its children only represent 32 per cent. instead of 78 per cent. of the male school attendance. Again, whilst 7 in a hundred Bráhmans and 8 in a hundred other Hindus are at school only 7 in a thousand Mahammadans are to be found in the schools recognised by the Department. In fact the Mahammadans are far behind the rest of the community in the school attendance. I have pressed upon the attention of Government the necessity for a full-time Inspector for Sind, and my own experience of the province has forced upon me the conviction that a great work remains to be done in Sind for the Mahammadan education, a work which requires in this province special treatment and different measures than those which have been successfully applied in the Presidency Divisions. The Memorial, however, of the Anjuman deals mainly with the four divisions of the Presidency into whose condition inquiry must now be made. The Northern Division has the largest population of Mahammadans in the Presidency, 10 per cent. of the population professing that faith. More than 6 per cent. of this population is at school, whereas only 4 per cent. of non-Bráhman Hindus are receiving education. The highest percentage is reached in Broach with its unusually large proportion of Mahammadans, of whom 9½ per cent. are at school, forming 35 per cent. of the school attendance. Contrast this with the Native States of the Division where not 3½ per cent. of the Mahammadan population is at public schools! Now the system in Broach differs in no respect from the system offered to Mahammadans elsewhere, and we find that under that system 9½ per cent. of the male Mahammadan population of Broach finds instruction in our schools, while less than 15 per cent. of the Bráhman population are under instruction. No province in India can show better results than this, and if attention is paid only to primary education then it will appear that in Broach, with its Mahammadan community, forming 20 per cent. of the whole male community, 27 per cent. of the male attendance in the primary schools belongs to the Mahammadan race. For the whole of the Northern Division Mahammadans, who number 10 per cent. of the male population, can boast that they contribute nearly 15½ per cent. of the school-going male population. This in my opinion is the best answer to a charge of neglect. In the North-East Division the returns are hardly less satisfactory. Mahammadan men and boys here form 6 per cent. of the whole male population, and nearly 11 per cent. of the boys at school are Mahammadans. The Bráhmans of course attend school in larger proportion than any other section of the community, but the Mahammadans far outstrip the whole body of Hindus including Bráhmans. In the Southern Division again the Mahammadans form 9·1 per cent. of the community, and contribute 12·2 per cent. of the school attendance. But it is the Central Division and the City of Bombay, forming what may be called the Home Division, to which the Memorialists probably confined their attention, although their language allows of no limitation. Here then we find that wherever the community is sparse it readily adapts itself to our system. In Poona and Thána with Kolába the Mahammadan population forms in each division more than 4½ per cent. of the population, but in Poona it represents 7½ and in

the other two districts 6½ of the school attendance. In Sátára while the community represents only 3½ per cent. of the population, it fills more than 7½ of the school attendance. In the whole division, including Bombay City, the Mahammadans fill 7·9 per cent. of the school attendance, although they only represent 7·6 per cent. of the population. Even in proportion to their own community a far larger number of Mahammadans are at schools than of non-Bráhman Hindus. But I submit that, when a charge of special neglect is brought, the question is not, what proportion of the Mahammadan community is at school? but what relation does the number of Mahammadan school boys bear to that of other school boys? In fact are Mahammadans better represented in our schools than they are in the population? The answer is *yes* in every division but Sind. There are in fact only two districts where their position in the general community is not maintained in the schools, namely, Sholápur and Ratnágiri in the Central Division. Bombay City however, when taken by itself and separated from the whole division, affords results which call for greater educational effort. 1st—Although the Mahammadans form 20·4 per cent. of the population (not 33 per cent. or ⅓ as the Memorialists state) only 9 per cent. of the school attendance can be attributed to them. 2nd—Only 1·8 per cent. of the Mahammadan population is at schools known to the Department, and here alone in the Presidency outside Sind non-Bráhman Hindus contribute a much larger proportion of their numbers to school than do the Mahammadans. On the other hand, a glance at the occupations filled by the Mahammadans shows that the community must find somehow the education which it requires. The Bráhman element in the professional class is only slightly higher than the Mahammadan element, which last contributes 11 per cent. of the Government officials and municipal or local fund employés. To domestic service the Mahammadans contribute 15 per cent. of the number so employed. Whilst in commercial pursuits they occupy a far larger position than they fill in the community, constituting 30 per cent. of the commercial classes of Bombay. There is no symptom here of decadence or neglect. At the same time the small representation of the community in the public schools of Bombay requires explanation. I believe that in part the religious endowments, to which Memorialists refer, fill up the vacuum. It would be a great gain if the indigenous schools could be brought within the sphere of departmental influence. But when an attempt was made last year to obtain the assistance of the Anjuman-i-Islám in the registration of indigenous schools, the negotiations led to no result. On the whole, I am inclined to think that the Mahammadan community of Bombay has achieved such success in the community by following its own course that it desires to maintain its own independence. The efforts of Government in a huge city like Bombay cannot possibly overtake the task of educating the masses, and at least the Memorialists admit that they themselves have received exceptionally liberal aid from Government. The provision of primary education for the city of Bombay must mainly be entrusted to the municipality, and if the Memorialists will indicate more precisely in what direction they require assistance, I cannot doubt that efforts will be made to meet their wishes. Meanwhile I will only repeat that, weighted as the whole of the Central Division is with the large Mahammadan population of Bombay, still throughout the six districts and the city which constitute it the Mahammadan class fills a larger space in schools aided or maintained by the Department than it does in the population. The Mahammadans form 7·6 per cent. of the whole population, and fill 7·9 per cent. of the school attendance in the Central Division.

First recommendation.

5. The Memorialists quote the recommendation of the Commission that "the special encouragement of Mahammadan education be regarded as a legitimate charge on Local, on Municipal and on Provincial Funds," but they omit reference to the 18th recommendation of the Commission which would "extend to all other races, with similar antecedents whose education is on the same level as that of Mahammadans, the recommendations regarding Mahammadan education." They omit also the emphatic declaration made in the preamble to the recommendations that "special encouragement to any class is in itself an evil" (Section 580), and that "few of our recommendations are of general application: many of them, we trust, will before long be rendered obsolete." As a member of the Committee which wrote the report I may add to these cautious remarks the fact that it was not with reference to the position of Mahammadans in Bombay that special remedies were considered necessary. Be that as it may, the form of application of the recommendation above cited, which is now suggested by the Memorialists, finds no support whatsoever in the report of the Commission. The Memorialists recommend that the special grant for Mahammadan education should be at least one-sixth of the grant made for education generally: This grant, however, is obviously not intended to be a diffused ratio for the whole Presidency. It is apparently to be a divisional grant, since shortly afterwards the share for Bombay City is claimed at one-third of the Municipal grant. Government would become impossible, if each community claimed to divide the common inheritance. On what principle could one Art's College and one High School for the Presidency Town be maintained, if each sect claimed a separate share in the funds which maintain these institutions? Perhaps, however, it is only the grant for primary education that it is proposed to divide. If such be the proposal, I can only call attention to the Table now given, which shows that in the whole of the Bombay Presidency outside Sind, the Mahammadan share of the school attendance is larger than the share which they contribute to the whole population. It will be observed that the following Table corrects an inaccuracy into which Memorialists have fallen, regarding the proportion of Mahammadans in Bombay City:—

Division.	Mahammadan element in the Male Population, per cent.	Mahammadan Portion of the School Attendances in all Schools.	Mahammadan Portion of Attendance in Boys' Primary Schools.
Northern Division	10·14	15·41	13·96
North-East Division	6·05	10·82	11·13
Bombay City	20·4	8·97	12·1
Central Division, including Bombay ...	7·6	7·89	8·5
Southern Division	9·1	12·2	13·1

In short, Mahammadans occupy a larger space in our school-rooms than they do in the general population. The indignation expressed in the Memorial falls flat against the statistics given above, when it appears that the Mahammadans already enjoy a larger share than their minimum based on population. "Having regard, however, to the specially backward position of the Mahammadan community, your Memorialists submit that the mere application of this minimum would not now meet the necessities of the case. If the Mahammadans are ever to make up for lost time, if they are ever to be abreast of the rest of the Indian communities, they ought to get not merely their proportionate share of the grant, as a matter of justice and fairness, but they ought to get a higher proportion by way of compensation for past neglect, and in order to enable them to get abreast of the other communities, who are now far in advance of them in education, in enlightenment, in civilization generally, and in all the moral, social, and political advantages which necessarily result as the consequence of such education." Such a division of educational funds is not only unnecessary, but it would be pernicious. It would retard progress in places where the Mahammadans were scattered and few, and where their share of the district grant would be unequal to the provision of even primary schools. The proposal also opens the question whether the Mahammadan community is so united as to be able to agree as to the expenditure of the grant. The figures given will however speak for themselves, and I pass on to the next recommendation.

Second recommendation.

6. The liberal encouragement of indigenous schools is advocated by the Commission on the condition that secular subjects are added to their course. The recommendation of the Memorialists is that a Committee be appointed in each case, "to fix the amount of the grant." I am entirely at one with the Memorialists in the desire to secularise their Mosque schools and to bring them into the Department. I do not think any Committees are wanted for the purpose indicated, since our rules are plain and our terms are fairly liberal. Experienced members of the Education Commission held that in Northern India the experiment had been repeatedly tried and found to be impracticable. I am not therefore surprised to read the following observations by the Educational Inspector, Northern Division :—"In 1882 I met at Godhra in the Panch Mahâls the leaders of the Mahammadan community and discussed this very subject. In the course of the discussion it was elicited that of the 5 or 6 Mullahs, who held religious schools in Godhra, only one could read or write at all. As a rule the Mullahs are opposed to the introduction of any changes into their schools." The Educational Inspector in the Central Division also writes that "upwards of 16 months ago the Educational Department was urging the adoption of indigenous schools upon the Anjumans. I do not find, however, that the Bombay Anjuman registered any of the 20 schools commended to its notice." But whilst I recognise the difficulty of attaching secular subjects to the present curriculum, I would cordially co-operate with the Anjuman in bringing about so desirable a change, and even now with existing funds I would ask the Anjuman to assist me in discovering a few of the best schools which will consent to come into our system. In Sind, I think that the first effort of the Inspector, for whose services I have asked Government, should be devoted to this subject of incorporating the Mosque schools.

Third recommendation.

7. The third recommendation concerns the adoption of special standards for Mahammadan primary schools. It will give me much pleasure to consider carefully and invite criticisms on any standards which the Anjuman may be pleased to propose for adoption. This is, however, a matter in which no hasty action should be taken. The masses of India are not always represented by those who speak on their behalf. The best proof of the suitability of the present system, outside Sind and perhaps Bombay City, is to be found in the readiness of the Mahammadan community to attend the departmental schools. I may add that the standards adopted in the schools of Memoria-

lists in Bombay differ only from those prescribed for Government schools in the elimination of geography from the lower standards, in the curtailment of history, and in a few minor respects.

Fourth recommendation.

8. The fourth recommendation is that Hindustáni be the principal medium for imparting instruction to Mahammadans in primary and middle schools except where the Mahammadans desire some other language. In a matter of this sort there is much to be said on both sides. In the Northern Division, for instance, ⅔rds of the Mahammadan population speak Gujaráthi and adopt it in their social and business communications. The vernacular is the language of the courts and of the public and private offices. By a knowledge of it the Mahammadan population can alone hold its own in the life in which its lot is cast. Above all, so long as our secondary education is based mainly on the assumption that the students who begin English are to be taught it through the vernacular, the Mahammadan boys proceeding from the primary schools to the secondary schools are placed at a terrible disadvantage, if they have not mastered the vernacular. If then we are to begin Hindustáni in the primary schools, we must be prepared to have Hindustáni Masters to teach English in the higher schools, which would add enormously to the expenditure on secondary education. That is one side of the question. On the other hand, if the children first speak Hindustáni at home it is in that language that their minds are first brought into activity, and it is through its medium that education should begin. It is a similar question with regard to the education of the aboriginal languages of the Central Provinces. The progress made by the Gonds and Korkus, whose mother languages belong respectively to the Dravidian and Kolarian groups, is measured by their proficiency in the Hindi languages. The adoption of a language for our schools is a utilitarian rather than a sentimental question. Where the Mahammadans are scattered and incorporated in the Hindu population, there seems little advantage in saddling the young intellect with a second language which can be of no practical use. The Commission trusted that the new school boards representing local opinion would solve the difficulty, and the recommendation, No. 35 in the Chapter on Primary Education, was framed accordingly (pages 108 and 162 of the Report). This solution of passing on the difficulty to the boards does not altogether commend itself to me. In the first place the boards in Bombay are not likely to represent Mahammadans adequately. Secondly, the difficulty only commences in the primary schools which are under the boards. It is not confined to these schools. The difficulty increases in the secondary schools. It is in the secondary schools that we most urgently want to provide for Mahammadan wants. Our lower secondary schools are generally mere classes attached to vernacular schools, for which a contribution is paid equal to the master's salary. This being our organisation, the Mahammadans suffer in two respects. First the master is almost invariably a Hindu, and the instruction presupposes a thorough knowledge of the vernacular in which the Mahammadan boys may be deficient. Secondly, the contributories being mainly Hindus, naturally expect the greatest attention to be paid to Hindus. If these facts are borne in mind, then the recent efforts made by the Department to institute primary Hindustáni schools only aggravate the ultimate difficulty, because the more attention that is paid to Hindustáni the less time is left for the vernacular. The Mahammadan boys are thus left stranded, when secondary education is reached. The thought is suggested that, unless our whole system of secondary education is altered, then the very concessions we have made in the direction of Hindustáni vernacular schools only aggravate the difficulties in which the Mahammadan students desiring higher education are placed. What remedy is possible, will be further considered in the 10th paragraph of this letter.

Fifth recommendation.

9. The fifth recommendation requires no separate notice, especially as the arguments of the Memorialists here support the remarks offered above.

Sixth recommendation.

10. The sixth recommendation refers to the admission of Hindustáni and Persian into secondary education. The Memorialists would add Arabic to the High School course. Great progress has been made in the addition of Persian teachers to the High Schools establishment, and as funds are supplied all High Schools will be supplied with a Persian teacher; but the addition of Arabic would add heavily to the pressure on the brains of the pupils who are already overworked. Moreover the supply of Arabic teachers is limited and the demand for it is even more limited. There are many other wants more seriously felt in High Schools than the want of Arabic instruction. The constitution of our Anglo-Vernacular schools prevents the addition of Persian teachers and even of Hindustáni teachers as a rule. The remarks I have made in the 8th paragraph will have shown that I am fully sensible of the want of Hindustáni in our secondary schools. But the cost is the serious impediment. We know by experience our difficulties in the Southern Division, where a High School like the Belgaum High School has half its students speaking Kánarese and half speaking Maráthi. I have lately asked Government to re-organise the High School staff, so as to give a Kánarese and a Maráthi teacher to each class. Let Government consider what it would cost to provide a similar remedy for the very few Mahammadan boys scattered all over the Presidency. The cost is obviously prohibitive, and yet I admit that here a reasonable grievance exists. The only remedy I can suggest is that in large centres like Hubli where Mahammadans can be got to attend secondary schools in numbers a separate school for them should be instituted. But it is far better that the Mahammadans should, as far as possible, take up the vernaculars at the earliest age, or else that the community should

organise its own system and apply for grants-in-aid. If Government can supply the necessary funds, this seems to me the only course open to us. But here again the more progress made in the special schools the greater will be the tendency to desert the ordinary schools. The question is one of great financial difficulty, and I wish that the Memorialists had dealt with it at greater length. I would, however, point out that the provision of secondary education is a task which must largely be left to the community itself. Secondary education has a money value, and when such intellectual luxuries, as instruction in the classical languages, are added, its provision becomes a function which most civilised Governments leave to private enterprise and to the regulation of the laws of supply and demand.

Seventh recommendation.

11. The seventh recommendation of the Commission was I think the most important of all for this Presidency, and it advocated the liberal encouragement of higher English education for Mahammadans. It is a matter for great regret that the Memorialists have not specifically shown in what manner effect can be given to it. Certainly their specific recommendations in favour of Arabic and Persian, which would overload the student's mind, offer rather an impediment than a stimulus to an *English* education. The facts, as shown in the table attached to this report, are deplorable. In our colleges the Mahammadans are barely represented as shown in the following table :—

Institution.		Total Attendance.	Mahammadans.
Government ...	Deccan College	210	1
	Elphinstone College	268	5
	Gujarát College	44	2
Aided ...	St. Xavier's College	111	1
	Free General Assembly's College	122	3
Rájárám College		47	.....
	Six Institutions ...	802	12

The only inference to be drawn from these figures is that the secondary schools cannot feed the colleges, and this is due partly to the break of gauge between primary and secondary education for Mahammadans, and partly to the other causes which have been reviewed in this letter. The following figures show the weakness of Mahammadan representation in secondary education as compared with the attendance of all classes :—

Division.	Percentage of Mahammadans in High Schools.	Percentage of Mahammadans in Anglo-Vernacular Schools.	Percentage of Mahammadans in Primary Schools.	Mahammadan Percentage of the Male Community.
Sind	6	9·7	35·4	78
Northern	3·41	3·49	13·96	10·14
North-East	5·17	3·93	11·13	6·05
Bombay City	3·3	10·8	12·1	20·4
Central Division, including Bombay	2·9	7·6	8·5	7·6
Southern	2·7	4·5	13·1	9·1

The falling off is very significant, and as the Mahammadans are entitled to a share in the administration and in the general progress, the Table given above indicates where that community has fallen back in the educational course, and thus failed to secure the position to which its history and numerical importance entitles it. It is important that we should attempt to analyse the causes which have impeded the progress of Mahammadans before we attempt to discuss the remedy. The Education Commission inquired into the causes which explained the absence of the Mahammadan element from our higher education. Poverty was one and only one cause. This can be relieved as I shall presently show. Another was thus described :—"Irrespectively of his worldly means, the Mahammadan parent often chooses for his son while at school an education which will secure for him an honourable place among the learned of his own community, rather than one which will command a success in the modern professions or in official life. The years which the young Hindu gives to English and Mathematics in a public school, the young Mahammadan devotes in a Madrasa to Arabic and the Law and Theology of Islam. When such an education is completed, it is to the vocation of a man of learning rather than to the more profitable professions that the thoughts of a promising Mahammadan youth naturally turn." I may at once plead the inability of Government to remove the impediment to the prosecution of higher English education which is caused by the obstacle referred to above. Another difficulty must be mentioned here, although it has already been stated. The early adoption of the vernacular by the Mahammadans removes all difficulties. It places the Mahammadan student at once, if I may use the ex-

pression, on the rails of our system of higher education. He can learn English in our Anglo-Vernacular schools through the vernacular. In the High Schools he will find a Persian teacher, and what else he requires in the way of explanation can be afforded by the Hindu teacher. But a large number of the Mahammadan boys will only learn Hindustáni. Our own efforts to meet their wants in primary schools are increasing the difficulty. Their indigenous schools keep alive the knowledge which hinders them running in the race before them. The terrible break of gauge between their own primary system and our Anglo-Vernacular schools is reached, and the boys who should go through the Anglo-Vernacular schools to the High Schools never reach the former, and never pass on to the colleges. What remedy then can be provided? I see no practicable remedy in the division of our slender resources proposed by Memorialists. The small share which the Mahammadans could claim would be swallowed up in providing primary education, which they already receive in a liberal measure. More boys would be taught Hindustáni, and fewer would learn the vernacular. The gulf we seek to close would yawn still wider. The patronage we want to give to Mahammadans would find even fewer qualified candidates than at present. The separation of a single college in Bombay, or of its single High School, would be impracticable. In short our efforts must be to bring the Mahammadans into our system, not to encourage them to form a different system. These observations may lead Government to suppose that I admit the special difficulties under which the Mahammadans lie, that I even add to the list given by the Memorialists, and yet that I am unable to suggest any remedy. The only remedies which I can venture to suggest are as follows:—First, the Memorialists must recognise for themselves that all difficulties disappear if they commence to teach their children the vernaculars and thus bring them within our system. If they will explain to their co-religionists that the more the Mahammadans enter into our system the larger will be their measure of success, most difficulties will disappear. But facts being as they are, my second suggestion is that in large centres of the Mahammadan population, second class Anglo-Vernacular schools should be established with a staff capable of teaching English through the Hindustáni which the boys know, and of teaching the vernacular as a second language. This recommendation is to some extent inconsistent with the last, but in dealing with difficulties of this sort it is impossible to be logical. The third recommendation is that the community should establish a secondary system of its own and come in under our grant-in-aid system. Some slight alteration of the standards would be necessary, but I would deprecate any special addition to the rates of aid, as these special schools are in my view only a bad remedy forced upon us by circumstances. Fourthly, I would recognise the fact that the Mahammadans are unable to secure their proper share of free studentships and scholarships in consequence of the larger influence and the superior intelligence of the Bráhmans. I would accordingly provide the remedy which is suggested in the next paragraph.

12. The eighth recommendation is that *where necessary* a graduated scale of special scholarships for Mahammadans be established throughout the stages of school instruction, and the ninth is that "a certain proportion of free studentships be expressly reserved for Mahammadan students." Here then are two definite modes of encouragement, *viz.*, a chain of scholarships and free studentships. I will deal with each subject. As regards scholarships, I think they are not required in primary schools in Bombay, since free studentships take their place. In Bengal they are required, because primary education rests there on aided schools, over the fees of which Government or public bodies have no control. In this office letter No. 836, dated May 9th, 1885 (paragraphs 11 and 19), I discussed the subject of scholarships explaining the difficulty of holding a general examination for scholarships in Anglo-Vernacular schools, but suggesting that a Scholarship Fund for High School and College scholarships should be instituted. My main object then was to give to aided schools their fair share in scholarships paid for from public funds. I revert to the subject here in order to observe that the adoption of my proposals will be perfectly compatible with the reservation of a share of the scholarship fund, so instituted, for Mahammadan students. Whether it is wise to institute close scholarships is of course a debateable matter. But I am inclined to think that as the Mahammadans are weighted by the difficulty of a second language the reservation of a share of the public scholarships, corresponding to their numerical position in the community, is a reasonable proposal. The free studentships however stand on different ground, since there is no intellectual competition for them. I addressed Government at some length in this office letter No. 500, dated April 24th, 1885. I explained the system, pointed out the liberal number of free studentships for which Mahammadans as well as others were eligible with no limit except that of superior need, and argued that no assignment of a share of them would be beneficial since under the present system Mahammadans might enjoy a larger share than any proportionate assignment based on population would give them. In fact I argued that the reservation of a share based on population would limit the right of the Mahammadans to receive a larger share of the free studentships, which might be based on greater poverty. It would operate as a restriction rather than as an indulgence, supposing of course that the free studentships were properly distributed. Having only just assumed charge of this office, I stated that "I have no reason to believe that Principals of Colleges and Head-masters of High Schools do not already act in full accordance with the spirit of these proposals." My proposals were that Government should invite School-committees to give a preference to poor Mahammadan candidates for free studentships, and should enjoin this principle of selection in the departmental schools and col-

Eighth and ninth recommendations.

leges. But whilst the evidence then before me showed no cause for suspicion, I proceeded to satisfy myself by special inquiries regarding the administration of these free studentships. I have sufficient information before me now to justify the need for re-asserting an old rule which has proved a dead letter in many parts of the Presidency. The Bráhman boys have almost entirely excluded all other boys from even a share in these free studentships. The Muhammadan community, and still more the sons of poor Marátha and other cess-payers, have I think here a legitimate cause for complaint. The evil is aggravated by the transfer of schools to boards on which the Muhammadans are not represented, and it calls for a thorough change. Still I would not imply that the masters who have awarded these free studentships to their own caste have not acted in good faith. They can show that the boys admitted by them are poor. They can urge that they are the cleverest boys, and they can point to a rule which requires a free student to maintain a certain position in his class. I am however satisfied that the system now requires a thorough alteration, and that the Muhammadans as well as other classes have a fair grievance here. When the Department was first founded Government repeatedly refused to allow any exemption from fees. Subsequently, as a substitute for scholarships, free studentships were allowed. At first care was taken to distribute them, but of late years the masters have got to believe that the cleverest boys who are poor have a preferential claim. Thus the Bráhman boys, many of them being sons of beggars, have gradually absorbed nearly all the free studentships. It must be remembered that the superior primary schools are the door to the public service. If all the free studentships in this class of schools are given to Bráhmans, other classes are discouraged from entering the public service. I lately visited one of the largest of the primary schools under the Poona Board, and found every free studentship (21) allotted to Bráhman boys to the exclusion of Maráthas, Muhammadans and others. I would therefore propose to extend my previous suggestion, and instead of merely calling attention to the rule, to lay down a fixed rule, that not more than 50 per cent. of the free studentships in any school or college shall be given to any one caste or class of the community. This seems to me a better way than reserving any fixed share for the Muhammadans which would tend to render permanent a relief which the Education Commission has declared should only be regarded as a temporary expedient. I am sure that the rule if adopted will benefit them as well as other classes of the community immensely. I prefer not to advocate any increase of free studentships, for, I think, that they are already too liberally provided. I would even prefer to reduce them, but as the rule, which I propose, will at first fall on the Bráhman class who have hitherto enjoyed the lion's share, any further reduction may be postponed. If the existing rule, requiring a free student to maintain a proper position in the class, be retained, then no free studentship, which remains unallotted or forfeited, should be given to the caste or class which already enjoys 50 per cent. I am convinced that, if the slightest loophole of this sort is left, the Bráhman boys with their superior abilities will again monopolise the whole list of free students. By reserving for Muhammadans a share of the scholarship fund, and by limiting the number of free studentships given in any grade of school to a single class or caste, I believe that substantial encouragement will be given to the Muhammadan community to enter the higher grades of our system of education.

Tenth recommendation.

13. The tenth recommendation deals with the administration of private endowment funds. In paragraph 20 of my letter No. 836, dated 9th May 1885, I referred to this matter. If the Memorialists will give me information regarding the trusts which they believe are misapplied, and if Government consider it desirable to institute public inquires, there is no difficulty. But I would venture to advise that the matter be further ventilated before action is taken. It would not perhaps be politic for Government even to institute inquiries without the clearest evidence that its interference was sought for. Muhammadan endowments are connected with their religious system, and it has ever been the policy of the British Government to maintain an attitude of strict neutrality in all matters that even touch the fringe of religion.

The eleventh recommendation.

14. The Commission further recommended that liberal grants-in-aid should be given for the establishment of English-teaching schools or colleges, where Muhammadan endowments exist and are under the management of private bodies. The Memorialists wander strangely from the path of the Commission's recommendations, when they ask that institutions for lodging and clothing poor boys should be liberally aided according to the special circumstances and the utility of each. More strange still is the proposal that Government should receive deposits for educational purposes, and make specially liberal grants-in-aid on account of them, when the proposal is justified by the argument that it is contrary to the tenets of the Muhammadan religion to give money on usury. But it is enough to remark that the proposals, which I have lately submitted to Government for revised grants-in-aid to colleges, will if sanctioned meet half of the recommendation made by the Commission, and as regards English-teaching schools I shall be happy to propose to Government the most liberal treatment possible of any endowed institution willing to enter into our system of education. If the Memorialists will induce any managers of endowed institutions to come within the scope of the recommendation of the Commission, I feel sure that the consideration recommended will not be withheld by Government.

15. The establishment of normal classes for Mahammadans, and the appointment of Mahammadan inspecting officers are dealt with in paragraph 16 of the Memorial. Government have already conceded the latter half of the suggestion by appointing a Deputy Educational Inspector for each division. I have hitherto failed to find a qualified Deputy for the Southern Division, for which I want a Mahammadan graduate of this Presidency who knows Kánarese and Urdu. For normal classes some provision has been made, and my complete proposals for supplementing this provision are before Government in this office letter No. 836, dated May 9th last. I would however add that not only more but more liberal stipends should be provided for Mahammadan students in the Training Colleges. We cannot ignore physical facts, and a stipend which will support a Hindu would leave a Mahammadan to starve. Some progress has been made in providing Mahammadan primary schools with Mahammadan teachers, and as fast as certificates are earned, employment is found for qualified masters. But the absence of proper stipends keeps our normal classes somewhat starved.

Twelfth, thirteenth and fourteenth recommendations.

16. The Memorialists cordially recognise the special assistance given to their society. I have only recently asked Government to assist another Mahammadan society at Sukkur. Memorialists ask that they may be consulted on all matters connected with Mahammadan education. Within reasonable limits, I see no reason why the Inspector of the division should not consult the society on any matters on which they are likely to render useful suggestions. For myself, I shall cordially welcome any suggestions proceeding from this or any other educational agency.

Fifteenth recommendation.

17. The sixteenth recommendation was adopted by the Commission from the Bombay Presidency. A special section in the annual report on Mahammadan education has long borne testimony to the particular attention devoted to the wants of the Mahammadan community in the Bombay Presidency.

Sixteenth recommendation.

18. The seventeenth recommendation invites the attention of the Local Governments to the distribution of patronage "amongst *educated* Mahammdans and others." The pith of the recommendation is strangely lost in the commentary of the Memorialists, who again reverting to the alleged discontent of the Mahammadans, propose that rules and regulations as to qualification should be "relaxed in favour of Mahammadans" until the due proportion is established. In other words, the standard of the public administration is to be lowered, in order to encourage Mahammadans to remain content with a lower standard of efficiency. Of course, such a suggestion will not find any support from me. But its extravagance must not be allowed to divert attention from the real issue, which is whether educated Mahammadans receive their proper share of the appointments for which they are qualified. Mr. Giles points out that of 1,107 educational appointments ranging from salaries of Rs. 30 to Rs. 300 a month only 5 per cent are held by Mahammadans. But he adds: "I believe that preference is already given to the Mahammadans. I know that in Gujarát the Revenue officers are anxious to select Mahammadan candidates who are qualified, and as regards my own Department I always give a preference to a Mahammadan when I find him to be fit for any post." Mr. Hart-Davies writes: "I always give a preference to a Musalmán if an equal number of Sind scholarships are held by Hindus." The Hindu Inspector of the Southern Division writes: "There can be no objection whatever to give preference to a Mahammadan candidate when equally qualified with others." The same generous feeling in favour of the preferential appointment of educated Mahammadans is expressed in other divisions, and I think that the Memorialists may be safely assured that the claims of their co-religionists will be liberally recognised by Government in all departments of the public service for which they choose to qualify themselves. When such views as I have described are generally entertained towards Mahammadans, it rests with Government to decide whether any special inquiry is called for. But I would point out that the Hindu community outside the Bráhman caste are far less widely represented in the public service than are the Mahammadans. The Mahammadans, too, receive a compensation which caste rules deny to the Hindu, since they almost monopolise the higher positions of personal service which Hindus will not enter. I cannot however pass over in silence the remark made by the Memorialists that "the labours of the Education Commission have placed it beyond the power of any one now to say, what has been urged before, that their complaint is altogether unfounded." I find on reference to the minutes of the Commission that the recommendation was opposed by all the representatives of the Bombay Presidency as unnecessary, that the proposer of it observed that "Government patronage should be strictly impartial," and that he specified by name the two provinces of India, at a remote distance from Bombay, at which his recommendation was aimed. The recommendation was passed with the expressed concurrence of only 8 members of the Commission. In the interests of historical accuracy, I have thought it right to disclaim the inference which the Memorialists have drawn from the Commission's report. At the same time there are rules, not touched upon by the Memorialists in their rather vague petition, which do operate somewhat unequally on the Mahammadan community. The first of these is the rule which limits the prizes of the Revenue service to University graduates. The Commission did not approve of this reservation, feeling that the advantage of superior education must tell so considerably in the race for patronage that it was not desirable to discourage non-graduates by excluding them from any class of prizes in the public service. In paragraph 546 of the report credit is given for the help to education which the rules referred to afford, "although perhaps objectionable on other grounds," and the sentence

Patronage of Mahammadans.

which expressed the views of the Commission on the matter was: "It is not in securing a high place at the outset, but in more rapid progress towards efficiency, and consequently in more rapid promotion that a liberal education tells." So long as patronage is reserved for graduates, Mahammadans, whose position in our colleges has been shown in paragraph 11, will be excluded from the higher Revenue appointments. In the examinations also for public service certificates the Mahammadans are specially weighted. They will be still more weighted, if the proposals made in this letter for encouraging special schools are entertained. The fact is that our public service examination was naturally based on our educational system. It presupposed a full course of instruction in the vernacular and it tested mental progress and proficiency by the course of instruction afforded in our schools. Any test examination aims at two objects, first at ascertaining whether the candidate is fit for the work to which success in the examination leads him. All classes, Mahammadans, Hindus, and Europeans, must at least qualify in this respect to the full standard prescribed. But the examination aims also at testing the general proficiency of the candidate, that is, his possession of that general intellectual capital which fits a man for the pursuit of all special branches of work. Now the present scheme of subjects includes vernacular poetry which to a Hindu is a reasonable test of intellectual progress. But to the Mahammadan it is an unnecessary burden. I think therefore that both in the lower, and in the higher divisions of patronage, the Mahammadan community is placed under disabilities. It is for Government to decide whether they should be removed. But I am considering on other grounds the course prescribed for the public service examination, and shall hope to address Government hereafter regarding it. I have only to add that, whilst the present qualifications remain as they are, my own experience in different branches of the administration confirms the view of the Inspectors, *viz.*, that the Mahammadans, when qualified, receive every consideration from those who have to dispense the public patronage.

Resumé.

19. To sum up, I consider that the relief sought for by the Mahammadans should not be given in the form asked for. I would urge on them the advantage of not separating themselves from our system. Where they are bent on doing so, I would offer them special encouragement under the grant-in-aid system. To induce them to enter into our system I would reserve to them a share of our scholarships, and I would limit the claims of any other competing class of the community to 50 per cent. of our free studentships. I would alter the public examination test without at all lowering the standard, and I leave for the consideration of Government the propriety or otherwise of modifying the orders which reserve first appointments in the higher revenue service to graduates. In conclusion I would express the hope that, in criticising the Memorial of the Anjuman, I have said nothing which would obscure the sympathy which I feel with a community, whose historical and social qualifications make it a matter for public regret that they should fail to secure for themselves a high and honourable position in the service of their country.

I have the honour to be,
Sir,
Your most obedient Servant,
W. LEE-WARNER,
Acting Director of Public Instruction.

Return showing the Number of Mahammadans at Public Schools (Government or Aided) in each District as compared with the whole Mahammadan Population and with the School-going Population of other Races, and the Distribution of the Mahammadan School-boys throughout the various Grades of Instruction.

Districts.	Mahammadan Male Population.	Percentage of Column 2 to whole Male Population.	Mahammadan Boys at Schools.	Percentage of Figures in Column 4 to Total Male Population of all Classes at Schools.	Percentage of Mahammadan Boys at School to Male Mahammadan Population.	PERCENTAGE OF MALE PUPILS CLASSIFIED BELOW TO TOTAL MALE POPULATION OF THE FOLLOWING CLASSES.		Mahammadan Boys in High Schools.	Percentage of Mahammadans in Column 9 to Total Attendance in High Schools of all Classes.	Mahammadan Boys in Anglo-Vernacular Schools.	Percentage of Mahammadans in Anglo-Vernacular Schools to Total Attendance in Anglo-Vernacular Schools.	Mahammadan Boys in Primary Schools.	Percentage of Mahammadan Boys in Primary Schools to Total Attendance in such Schools.	REMARKS.
						Brâhmans.	Other Hindus.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Central Division.														
Poona	21,231	4·7	1,363	7·25	6·4	23·1	2·7	59	2·4	44	10·0	1,260	7·9	
Sholápur	22,276	7·6	670	6·35	3·0	19·9	2·5	5	2·1	6	3·2	659	7·05	
Sátára	16,467	3·5	1,224	7·67	6·6	19·5	2·3	11	3·2	3	·74	1,211	7·2	
Ratnágiri	31,800	6·7	887	3·58	2·1	13·7	1·7	8	2·1	3	1·05	876	5·7	
Thána	31,864	4·8	1,924	6·59	6·04	19·8	2·1	6	2·1	11	1·6	1,223	10·5	
Kolába								..	..	6	1·3	678	2·4	
Bombay	94,732	20·4	1,687	3·97	1·8	9·4	2·6	20	3·3	325	10·8	1,157	12·1	
Total ..	220,359	7·6	7,855	7·39	3·4	17·3	2·2	294	2·9	397	7·6	6,364	8·5	

Districts.	Mahammadan Male Population.	Percentage of Column 2 to whole Male Population.	Mahammadan Boys at Schools.	Percentage of Figures in Column 4 to Total Male Population of all Classes at Schools.	Percentage of Mahammadan Boys at School to Male Mahammadan Population.	Percentage of Male Pupils classified below to Total Male Population of the following Classes.		Mahammadan Boys in High Schools.	Percentage of Mahammadans in Column 9 to Total Attendance in High Schools of all Classes.	Mahammadan Boys in Anglo-Vernacular Schools.	Percentage of Mahammadans in Anglo-Vernacular Schools to Total Attendance in Anglo-Vernacular Schools.	Mahammadan Boys in Primary Schools.	Percentage of Mahammadan Boys in Primary Schools to Total Attendance in such Schools.	Remarks.
						Brâhmans.	Other Hindus.							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
North-East Division.														
Khândesh	46,933	7·43	2,504	11·02	5·32	17·80	3·42	7	2·58	17	3·4	2,480	11·30	
Ahmednagar	20,103	5·26	1,389	10·51	6·90	19·37	2·42	22	8·90	20	6·07	1,347	10·70	
Nâsik	18,341	4·61	1,483	10·79	8·08	19·19	2·66	16	4·55	10	2·73	1,457	11·25	
Total ..	85,437	6·05	5,376	10·82	6·29	18·09	2·91	45	5·17	47	3·93	5,284	11·13	
Northern Division.														
Ahmedabad	42,086	9·57	2,063	12·97	4·9	13·23	2·95	28	3·53	8	1·69	2,027	13·64	
Kaira	37,975	8·89	2,050	11·31	5·39	16·38	3·74	14	3·67	7	2·93	2,029	10·81	
Panch Mahâls	7,915	6·03	499	14·03	6·3	17·44	3·63	..	..	..	..	499	12·3	
Broach	34,280	20·34	3,292	35·3	9·6	14·85	7·16	10	2·64	4	5·79	3,278	26·93	
Surat	27,049	8·83	1,596	9·13	5·9	18·67	5·91	30	3·52	40	4·38	1,526	8·81	
Total ..	149,305	10·14	9,500	15·41	6·37	16·63	4·18	82	3·41	59	3·49	9,359	13·96	
Southern Division.														
Belgaum	33,394	7·6	2,054	11·2	6·1	15·2	3·5	24	3·8	22	3·6	2,008	11·8	
Dhârwâr	50,599	11·4	3,530	13·1	6·9	23·5	5·3	6	1·6	33	5·3	3,491	13·5	
Bijâpur	33,433	10·5	1,418	14·1	4·2	18·4	2·9	..	..	12	6·9	1,406	14·3	
Kânara	12,308	5·5	1,225	12·6	9·9	8·8	2·6	2	1·09	7	2·9	1,216	12·9	
Total ..	129,734	9·1	8,227	12·2	6·3	14·4	3·8	32	2·7	74	4·5	8,121	13·1	
Sind.														
Karâchi	214,903	80·7	1,637	28·9	·75	10·0	8·6	13	5·8	88	10·0	1,536	32·7	
Hyderabad	321,391	78·9	1,802	27·2	·57	6·5	10·1	15	4·2	19	3·6	1,768	30·6	
Shikârpur	368,567	79·9	3,318	39·3	·90	5·2	9·8	17	8·7	70	12·5	3,231	42·0	
Thar and Pârkar ..	61,203	54·5	105	10·2	·17	7·9	3·5	..	..	5	22·0	100	9·9	
Upper Sind Frontier ..	61,264	87·3	404	49·0	·66	2·2	7·3	..	..	14	38·0	390	49·6	
Total ..	1,027,328	78	7,266	32·1	·71	7·3	8·7	45	6	196	9·7	7,025	35·4	

W. LEE-WARNER,
Acting Director of Public Instruction.

Extracts from the Reports of the Educational Inspectors.

Central Division.—"The head-quarters of Mahammadan education in my division are the schools of the Anjuman-i-Islam in Bombay. This association receives a fixed grant of Rs. 6,000 per annum as stated in paragraph 9 *ante* and also an annual assignment of Rs. 5,000 from the Municipal Corporation of the city of Bomby. The schools of the Anjuman have increased to a small extent in numbers and considerably in efficiency during the year. There is a Central Anglo-Hindustâni School, the only one in my division, and two branch Hindustâni Schools which serve as feeders; and the numbers compared with last year are as follows :—

	1883-84.	1884-85.	Increase.	Decrease.
I.—Central School teaching up to Anglo-Vernacular Standard IV	129	145	16	...
II.—Páydhuni Branch teaching up to Vernacular Standard IV	153	230	77	...
III.—Nágpáda Branch teaching up to Vernacular Standard III	78	45	...	33
Net increase ...	...	...	60	
Páydhuni Kurrán Class	112	104	...	8
Nágpáda Kurán Class	59	71	12	...
Net Increase ...	...	...	4	

There is thus a net increase of 60 boys in the number receiving the secular instruction which alone the Department can recognize. The central school teaches up to Standard IV. and as

soon as the pupils pass this they are drafted to the Elphinstone High School to continue the High School course. During the year 17 boys were thus transferred to the High School and were admitted to study under Standard V. I found a marked improvement this year in the efficiency of the central school. The discipline was much better than last year and the boys quieter and better in hand. * * * * * * *

In the month of February 1884 I addressed the Anjuman on the great desirability of their adopting some of the numerous indigenous schools of the city of Bombay and encouraging the masters to add a little secular instruction to the daily work. I pointed out that by this means the schools could be made eligible for grants-in-aid under Part III. of the Rule, and that if the Anjuman would but add a very small additional grant there was a practically unlimited field of usefulness before it in bringing these indigenous schools within its influence. I appended a list of 20 indigenous schools containing about 1,400 children and informed the Anjuman that the majority of these schools were willing to be adopted in this way. I regret to report that at the end of 17 months no practical response has yet been made to my appeal notwithstanding that I observe that the Anjuman in a recent elaborate Memorial to Government enlarges on the advantages of such adoption and on the ease with which it can be made. I cannot but think that some portion of the large grants of public money made to the Anjuman should have been spent in giving practical effect to the suggestion as to the usefulness of which it appears we are all agreed. * * * * *

Two schools of the Anjuman-i-Takuryatul Islám, an association established in Poona on the general lines of the Bombay Anjuman with 157 names on their rolls, were registered during the year for aid under the Grant-in-aid Rules. These were indigenous schools and were adopted at my suggestion by the Poona Anjuman which in this respect was more actively useful than the wealthier association in Bombay.

The experienced Deputy Inspector, Ráo Sáheb Neue, alleges that the facts show that the Musalmáns in his districts prefer Maráthi schools to special Urdu schools, because education in Urdu is of no practical utility to them. This observation may be compared with the statement in paragraph 9 of the Bombay Anjuman's Memorial in which Hindustáni is spoken of as an "ornamental language", and to some extent justifies the contention of Mr. Neue that the attempt to spread education in this class of the native community by the establishment of special Urdu schools is misdirected. This opinion is strongly supported by Mr. Cooke, the Acting Collector of Sátára, who writes as follows: 'I think, to say the least, the expenditure on Hindustáni schools is altogether out of proportion to the benefit bestowed, and as funds have to be economized, I do not think the Department is justified in affording any luxuries to special classes. I recommend that this sum of Rs. 1,500, or whatever it may be this year, be, as opportunity offers, recalled from its present diversion and expended generally.' The Deputy Inspector for Hindustáni Schools, Khán Sáheb Mirza Abbas Ali Beg, however takes a different view of the matter. He contends that as the special schools and classes, containing 378 Urdu learners, are within the reach of about 5,000 Musalmáns only no inference unfavourable to the total Musalmán population of the district, 36,712, is valid, and also that where Maráthi and Urdu schools are maintained side by side the Musalmáns invariably prefer the latter. He moreover points to the fact that during the year under report three applications for new schools were received, but only one could be granted in consequence of want of funds. The diverse views of these two Deputies regarding the same district illustrate the difficulty of the problem of Mahammadan education. My own conclusion is that we must go on trying all available methods for some time before we can decide between them. The districts vary so much and the strength of prejudices is so different in different places and sections of this community, that we are not yet prepared to prescribe any one plan for all. Some of the fundamental facts even are still in dispute, as for example, as to whether Hindustáni is actually the home language of Mahammadans in many places. I conclude that practically we should encourage Musalmáns to freely resort to our common schools and at the same time to open as many special Urdu schools as we possibly can wherever there appears to be a genuine demand for them. At present there is room and to spare for both systems, and that which really solves the problem will in the long run survive. I hope to use a fair portion of the funds set free by the municipal transfer in opening Urdu schools. Ratnágiri shows an increase of one school and 16 scholars only. One indigenous Hindustáni school with 64 children on the rolls has been registered for grants-in-aid during the year. This Collectorate has a large Mahammadan element (70,384 souls) and would have shown better in our returns but for the chronic poverty of the district fund. Six applications for new schools were received, but one only could be opened."

North-East Division.—"The education of the Musalmáns in this division is no doubt making a decided progress every year. The number of Musalmán boys in the Maráthi schools has been increasing. More special schools and classes have been opened. Greater encouragement has been given to the Musalmán candidates to join the Poona Training College by lowering the standard of entrance examination, and I am glad to say for the last 2 or 3 years that I have been sending a large number of Mahammadan pupils to the Training College. There are, however, many drawbacks which require to be removed. The first and the foremost of all of them is the paucity of able and efficient teachers for Hindustáni schools and classes. We have at present a very small batch of them which is quite insufficient to meet our present wants. To remedy this the Hindustáni Deputy proposes a

scheme of opening Urdu Training Classes one for each district, making at the same time recommendations as to the qualifications of the pupils, their course and period of study, &c. If not for each district one Training School at least for the whole division with an Urdu class attached to it is urgently needed. The parents of Mahammadan boys especially are reluctant to send them to a distant place like Poona for being trained, but they will not take much objection to send them to the head-quarter station of the division if a class be opened there.

Another point noticed by the Hindustáni Deputy is the want of suitable standards and books. The present standards, he says, are not suited to the requirements of the pupils. They should, therefore, be revised. A graduated series of easy books teaching all the different subjects, and less costly at the same time, should be also prepared, and the knowledge of Maráthi, the language of the district, should be made compulsory in all Urdu schools.

He moreover proposes to further increase the proportion of free-studentships in favour of Mahammadan pupils in all the different classes of schools, and also open scholarships for them.

All these points deserved to be duly considered and measures adopted to remove the defects noticed above."

Northern Division.—"The number of Mahammadan children at school in the Northern Division has risen from 19,612 to 19,705. The total number of boys at schools of all kinds in the division being 146,244, the percentage of Mahammadans 15·57, while the percentage of the whole Mahammadan male population to the whole male population of the division is 12·16. In this division the greater number of Mahammadan boys attend other than special schools, the number of which is for British districts the same as in last year with 6 pupils less. The figures are 32 schools and 2,631 scholars against 32 schools and 2,637 scholars last year. The schools were generally examined by the Zilla Deputies, but we have now again a special Deputy who will be able, it is hoped, to take the examination of all schools in the current year. The results of the examination of the special schools is given as under :—

Government Districts.	Number of Schools.	Number of Boys examined.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	Total passed.	Percentage.	
								1884-85.	1883-84.
Urdu Schools	32	1,052	255	178	101	69	603	57	50

The figures are much the same as last year; fewer boys were presented for examination, but more passed in all heads; Broach as usual has the highest figure of merit, the Panch Maháls next, then Kaira, Ahmedabad and Surat in the order named.

The total number of special schools for Mahammadans in Native States remains the same, but there is a decrease of 21 children, the figures being 7 schools with 558 pupils against 7 with 579 last year.

It would appear therefore that education in Urdu schools is not making progress in this division. As Mahammadan education is just now a subject on which you have called for a special report, I will not make long remarks here, but I would note that the utility of these special schools in this division is decidedly problematical. Of 19,705 Mahammadan children at school in the division, only 3,189 attend special schools, the remainder, with but few exceptions who are in High and Anglo-Vernacular Schools, attending the Gujaráti schools. It is the opinion of many experienced Revenue officers that the so-called Urdu schools are of no benefit at all to the Mahammadan population, and that when a boy leaves the Urdu school after passing its highest standard, he finds himself unable to compete with those boys in the Gujaráti schools who have devoted all their time to the study of the vernacular. He passes Standard IV. in the Urdu school and has read the 3rd Gujaráti book. If he joins the Gujaráti school he is placed in Standard III where they are reading the 4th Gujaráti Book. Disgusted at what he considers a degradation he leaves the school, or, if he remains, finds that he is among boys younger than himself and more advanced. The chances of a school boy passing the Public Service Certificate Examination, and thus becoming qualified for Government service are very small. On the other hand, if he does not join the Gujaráti school he is turned out on the world with a smattering of Urdu and Gujaráti. The reason alleged for the existence of the special schools is that they attract Mahammadan boys to school who would not otherwise come. This is true so far as the existence of any school attracts children, but in the face of the figures given above, it is hard to believe that the special schools have a very large effect on the education of the Mahammadan community. The problem to be solved, a most difficult one, is how to combine the desire of the Mahammadans for Urdu, which is useless so far as a Government or mercantile career is concerned,

with a practical education which may fit them to compete with the other races around them in the tests prescribed by Government or demanded by the exigencies of a business world."

Southern Division.—"On the comparative progress of the four districts in the education of Mahammadan community, I would submit the following remarks.

Belgaum.

In Belgaum school-fees were charged for the first time during the year in the special Mahammadan schools. Notwithstanding this drawback, the district has made satisfactory progress in every direction. The Kittur School, which, at its annual examination, secured in passing 54 pupils under the standards, is the best school of its class in the district.

Dhárwár.

Dhárwár continues to be the leading district in the education of Mahammadans. It has fully maintained the great stride it made last year, and has also contributed to the increase of the year. The Urdu schools at Bankápur and Hubli, which were specially mentioned last year, have made further progress. The school at Uppinbitigeri passed the best annual examination in the division and specially distinguished itself for excellence in penmanship and proficiency in geography. The school at Ránebennur has been making a fair progress under a first class trained master.

Bijápur.

The chief difficulty in the way of further improvement, besides the insufficiency of funds, is the paucity of qualified teachers. Mr. Bhánap is unable to secure even the services of men who have reached Standard V. The school at Bágalkot, which is the best institution of its kind in this district, passed a satisfactory examination this year.

Kanára.

In the percentage of scholars to population, as well as in the percentage of passes to the number examined, the Kánara District now stands first in the Southern Division. With less than half the Mahammadan population of Bijápur or Belgaum, Kánara has on its lists a larger number of Musalmáns in the special schools than either of the two districts. The schools at Haliyál and Sunkeri are both in a prosperous condition and showed creditable work at the annual examination.

The number of Mahammadan trained and untrained masters and assistants employed in the division at the close of the year was :—.

	Trained.	Untrained.	Total.
Belgaum	4	23	27
Dhárwár	7	63	70
Bijápur	3	26	29
Kánara	2	26	28

The supply of trained men in the Southern Division is no doubt gradually increasing but not so much as to keep pace with the rapid increase of schools and scholars. The want of qualified teachers is felt in all the districts, but most pressingly in Bijápur."

Sind.—"The number of Musalmán boys at schools has since the last year exceeded one-half of the total number of Hindu boys, and it is believed that as time progresses the numbers of this class will also largely improve with it. According to proportionate numbers it ought of course to be considerably more, and I trust that the new Madrassa and the efforts of the boards which are mainly composed of Musalmáns will give them a start."

APPENDIX L.

Results of Instruction in Government and Private Schools in point of Quality as shown by Numbers passed under different Standards.

I.—Standards for European and Eurasian Schools.

Aided Schools.

Class of Schools	Number of separate Schools examined	Average Attendance of Schools examined	Total Number of Scholars examined under the Standards
High Schools — Boys	8	1,12[illegible]	[illegible]
High Schools — Girls	5	371	[illegible]50
Middle Class Boys' Schools	10	236	159
Do. Girls' Schools	13	475	357
Do. Mixed Schools	1	54	3[illegible]
Total	35	2,111	1,720

Number of Scholars passed

Class of Schools	Standard I: Arithmetic	Reading	Writing	Needle work	Passed in all Heads	Standard II: Arithmetic	Reading	Writing	Geography	Needle work	Passed in all Heads
High Schools — Boys	170	159	188	3	156	147	151	156	14[illegible]	2	124
High Schools — Girls	50	[illegible]	52	[illegible]	47	52	4	5[illegible]	4[illegible]	45	44
Middle Class Boys' Schools	42	[illegible]	46	11	5[illegible]	[illegible]	48	57	4[illegible]	5	5[illegible]
Do. Girls' Schools	1	100	91	[illegible]	81	77	70	7[illegible]	7[illegible]	57	6[illegible]
Do. Mixed Schools	..	..	..			1	1	1	1		
Total	[illegible]	384	372	11[illegible]	3[illegible]	327	330	317	[illegible]2	10[illegible]	2[illegible]

Class of Schools	Standard III: Arithmetic	Reading and Repetition	Writing	Geography	Needle work	Passed in all Heads	Standard IV: Arithmetic	English	Writing	History and Geography	Needle work	Passed in all Heads
High Schools — Boys	16[illegible]	128	157	14[illegible]	1	1[illegible]	[illegible]	7[illegible]	6	69	7	[illegible]
High Schools — Girls	4	43	43	43	38	[illegible]	3[illegible]	[illegible]		[illegible]	[illegible]	24
Middle Class Boys' Schools	34	31	34	[illegible]	7	2[illegible]	21	[illegible]	16	[illegible]		[illegible]
Do. Girls' Schools	61	[illegible]	[illegible]2	[illegible]	64	45	[illegible]	4[illegible]	4[illegible]	43	4	3[illegible]
Do. Mixed Schools	4	7	7	[illegible]	2	4	4	4		[illegible]	1	1
Total	31[illegible]	[illegible]	17	294	112	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	91	117

Class of Schools	Standard V: Arithmetic	English	Writing	History and Geography	Needle work	Passed in all Heads	Standard VI: Arithmetic	English	History and Geography	Second Language	Needle work	Passed in all Heads
High Schools — Boys	4[illegible]	70	[illegible]	[illegible]	7	5[illegible]	29	34	[illegible]	[illegible]	1	19
High Schools — Girls	[illegible]3	2	[illegible]	[illegible]	27	22	[illegible]	[illegible]	7	[illegible]	7	4
Middle Class Boys' Schools	7	3	3	[illegible]	1	2		[illegible]	1			
Do. Girls' Schools	2[illegible]	1[illegible]	21	14	2	[illegible]	[illegible]	3	4	2	3	
Do. Mixed Schools	1	9	[illegible]	[illegible]	4	[illegible]	[illegible]	[illegible]	3	3	2	[illegible]
Total	100	[illegible]	1[illegible]	12	[illegible]	105	41	50	43	42	13	25

Class of Schools	Standard VII: Arithmetic	English	History and Geography	Second Language	Needle work	Passed in all Heads	Standard VIII: Arithmetic	English	History and Geography	Second Language	Needle work	Passed in all Heads
High Schools — Boys	4	3[illegible]	32	3[illegible]		15	[illegible]	27	22	35	1	15
High Schools — Girls	1	12	[illegible]	11	9	7	[illegible]	[illegible]	8	11	9	8
Middle Class Boys' Schools												..
Do. Girls' Schools		1					1	2	2	1	2	1
Do. Mixed Schools							[illegible]	[illegible]	3	3	1	3
Total	[illegible]	4[illegible]	40	45	12	25	45	51	34	50	13	21

II.—Standards for Anglo-Vernacular Schools.

Government, Aided and Inspected Schools.

Class of Schools.	Number of separate Schools examined	Average Attendance of Schools examined.	Total Number of Schools examined under the Anglo-Vernacular Standards.	Number of Scholars passed under Anglo-Vernacular Standards.																																			
				Standard I.						Standard II.						Standard III.						Standard IV.							Standard V.								Standard VI.					
				Arithmetic.	Vernacular.	History and Geography.	English.	Needle-work.	Passed in all Heads.	Arithmetic.	Vernacular.	History and Geography.	English.	Needle-work.	Passed in all Heads.	Arithmetic.	Vernacular.	History and Geography.	English.	Needle-work.	Passed in all Heads.	Mathematics.	Vernacular.	Classics.	History and Geography.	English.	Needle-work.	Passed in all Heads.	Mathematics.	Vernacular.	Classics.	History and Geography.	English.	Needle-work.	Sanitary Primer.	Passed in all Heads.	Mathematics.	Vernacular.	Classics.	History and Geography.	English.	Needle-work.	Passed in all Heads.
High Schools	37	8,662	7,193	819	756	739	760	..	533	871	880	803	814	..	589	1,004	926	877	848	..	692	1,217	742	1,110	1,167	1,146	..	719	931	584	794	935	902	..	235	533	685	408	566	659	678	..	392
1st Grade Anglo-Vernacular Schools ..	67	5,400	4,587	1,536	1,408	1,435	1,430	2	1,087	1,145	1,066	1,031	1,066	1	819	1,013	976	943	937	..	750	189	128	108	203	171	..	134	59	41	42	70	63	1	4	40	9	1	5	6	7	1	5
2nd Grade Anglo-Vernacular Schools ..	138	3,375	3,154	1,330	1,279	1,189	1,247	7	919	694	704	624	610	4	497	444	448	410	382	1	304	54	27	24	44	39	..	33	3	2	..	2	2	..	..	2	..	..	..	..	..	..	..
Middle Class Girls' Schools	6	105	100	30	45	38	39	47	15	16	15	15	13	16	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	248	17,542	15,034	3,715	3,488	3,401	3,476	56	2,554	2,726	2,665	2,473	2,503	21	1,913	2,461	2,350	2,230	2,168	1	1,746	1,460	897	1,242	1,414	1,356	..	886	993	627	836	1,007	967	1	239	575	694	466	571	665	685	1	397

III.—Standard for Vernacular Schools.

Government Aided and Inspected Schools.

Class of Schools.	Number of separate Schools examined.	Average Attendance of Schools examined.	Total Number of Schools examined under the Standards.	Number of Scholars passed.																																			
				Standard I.					Standard II.						Standard III.						Standard IV.						Standard V.						Standard VI.						
				Multiplication Table.	Bárákhadis.	Reading.	Needle-work.	Passed in all Heads.	Arithmetic.	Reading.	Writing.	Knowledge of what a Map is.	Needle-work.	Passed in all Heads.	Arithmetic.	Reading.	Writing.	Geography.	Needle-work.	Passed in all Heads.	Arithmetic.	Reading.	Writing.	History and Geography.	Needle-work.	Passed in all Heads.	Arithmetic.	Reading.	Writing.	History and Geography.	Needle-work.	Passed in all Heads.	Arithmetic.	Reading.	Writing.	History and Geography.	Needle-work.	Sanitary Primer.	Passed in all Heads.
Primary Boys' Schools.	5,261	244,251	194,314	48,783	40,205	29,735	129	43,019	39,540	37,725	41 307	34,873	17	30,039	27,678	28,646	29,872	27,532	61	20,511	17,226	16,990	19,710	16,320	26	12,599	7,957	7,439	8,844	7,154	5	5,649	2,180	2,373	2,028	2,219	2	626	1,783
Primary Girls' Schools.	376	13,836	8,151	2,847	2,503	2,794	159	2,415	1,571	1,701	1,694	897	839	1,247	940	1,066	1,009	998	959	703	543	591	588	546	554	426	111	140	144	111	126	86	67	67	75	66	68	2	53
Jail Schools ..	7	84	32	8	8	..	..	8	2	2	2	1	..	1	5	3	6	4	..	3	..	..	..	..	..	..	1	1	1	1	..	1	..	..	..	..	..	..	..
Police Schools ..	13	316	224	75	55	29	..	63	49	35	32	8	..	14	31	28	29	27	..	19	1	1	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Primary indigenous Boys' Schools.	283	6,826	4,194	1,460	885	658	..	1,033	921	1,015	1,000	472	..	588	484	548	523	312	..	273	82	100	105	73	..	54	11	11	12	14	..	9	..	..	..	..	..	..	..
Primary Indigenous Girls' Schools.	1	16	11	9	9	9	..	9	1	2	2	2	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Night-Schools ..	175	3,101	1,726	466	502	255	..	377	353	366	336	99	..	223	116	132	117	39	..	36	30	31	32	12	..	17	19	11	22	12	..	7	..	..	..	..	..	..	..
Total ..	6,116	268,430	208,652	53,648	44,167	33,480	288	46,924	42,437	40,846	44,373	36,352	856	32,113	29,254	30,423	31,556	28,912	1,020	21,545	17,882	17,719	20,436	16,952	580	13,097	8,099	7,602	9,023	7,292	131	5,752	2,247	2,440	2,703	2,285	70	628	1,836

APPENDIX M.

Orders of Government affecting the Educational Department.

I reprint below a set of Resolutions which affect the transfer of schools to municipalities, and deal with the following subjects:—

No. (1).—Subsidies from Local Boards to Municipalities.
No. (2).—Penalty for default on part of Municipality.
No. (3).—Buildings, management pending rules.
No. (4).—Position of Inspectors on Boards.
No. (5).—Municipal liabilities.
No. (6).—Terms of transfer inviolable.
No. (7).—Calculation of grant.

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(1)

No. 1884.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 6th November 1884.

Memorandum from the Acting Commissioner, S. D., No. 3501, dated 3rd October 1884—Submitting for consideration a letter from the Acting Collector and President, Local Fund Committee, Kolába, who forwards copy of correspondence between himself and the Director of Public Instruction regarding the transfer of local cess (Educational) to Municipalities in which he (the Collector) points out that a very large proportion of cess-payers reside within Municipal limits in many cases partly to enjoy facilities for the education of their children; states that he does not know whether the calculation made in the Government Resolution No. 1324, dated the 5th August 1884, is based on the cess paid on land attached to villages having Municipalities or that paid by residents in Municipality, and observes that he thinks common justice demands it should be the latter, and that the residents in Municipal towns should be credited in adjusting what should be the Municipal burthen with the whole payment of the Educational cess contributed by them, no matter where the land may be situated for which it is paid, as they will otherwise get no return for the cess paid by them. Stating that the maximum amount which the Local Boards can, under the law as it now stands, transfer to the Municipalities is equal to the sum levied on lands situated within Municipal limits; and adding that Mr. Keyser's proposal, therefore, is impracticable.

RESOLUTION.—By Section 48 of the Bombay Act I. of 1884 (Local Boards) the Educational one-third of the net proceeds of the local cess is placed at the disposal of the District Local Board with this exception, that the Educational one-third of the cess levied on lands within Municipal Districts and Cantonments included in the area for which such board is established, is to be assigned and paid to such Municipalities and Cantonments and spent by them on Educational purposes. Therefore the cess levied on lands outside of Municipal and Cantonment limits, the owners or occupants of which reside within Municipal limits, is at the disposal of the Táluka Local Board. This is the correct principle, for it is clear that if local rates, instead of being spent locally for the benefit of the area for which the Local Board Administration is created, could be claimed by non-resident cess-payers and carried off to be expended in any place where they happen to reside, the object of local funds would be defeated.

2. Nevertheless the case now put may be met in the following way. In Section 30 provision is to be made in certain matters *for* the areas subject to the boards, not *in* the areas. Section 45 enacts that with the sanction of Government expenditure may be made *for the use or benefit of the said area*, outside of that area. By Section 36 Joint Committees may be appointed by District Local Boards and Municipalities for any purpose in which they are jointly interested. If then a District Local Board considers that it will be for the use or benefit of the area under its authority, that is of the rate or cess-payers of that area, to subsidise, from the funds at its disposal, primary schools established in Municipalities included in that area, it can do so with the sanction of Government by use of the above provisions.

J. B. RICHEY,
Acting Chief Secretary to Government.

To
The Commissioner, S. D.,
The Director of Public Instruction,
The Collector and President of District Local Fund Committee, Kolába,
The Commissioner in Sind,
The Commissioner, N D.,
The Commissioner, C. D.,
The other Collectors and Presidents of District Local Funds Committees,
The Financial Department of the Secretariat,
The Accountant General, Bombay.

No. 1236.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 27th June 1885.

Resolution of Government in the Revenue Department, No. 4725, dated 10th June 1885—Regarding a proposal to make grants from the Kolába District Local Funds in aid of primary schools in municipal towns in that district, under the provisions of the last clause of Section 45 of the Bombay Local Boards Act of 1884. Observing (paragraphs 2, 3 and 4) as follows :—

"2. The law as quoted by the Collector (of Kolába) in his first paragraph admits of a subsidy being given by the District Local Fund to the six municipalities named, if that subsidy is expended for the use and benefit of the area subject to the authority of the Board, *i.e.*, of the population of that area which pay rates. But His Excellency in Council is not prepared to sanction a subsidy which represents simply the part of the cost of the Municipal schools which the Municipalities ought to pay and will not. In using his personal influence with the Municipalities the Collector has perhaps overlooked Section 42 of Bombay Act II. of 1884.

"3. If the Collector wishes Government to sanction a subsidy from the District Local Fund under the last clause of Section 45 he must show what benefit the area under the District Board and especially its cess-paying population will derive from the expenditure of this subsidy on schools in the six municipal towns. If it is the fact that cess-payers largely reside in these towns for the benefit of education, or send their children to them for that object, it will be easy to show what the value of the interest of the cess-payers in these schools is, as compared with the interest of the town populations, and an equitable contribution can be calculated on these data. The Collector may have already made such a calculation, but he gives no figures, and His Excellency in Council must have exact proposals before sanction can be accorded.

"4. Government are willing to believe that the Collector's case is that the primary schools in the municipal towns are placed where they are most accessible to both rural and urban populations and may well be supported by both. If that is his meaning, the Act (Sections 36, 45 and 47) enables him to meet the case presented to him, and he simply has to work out a scheme which His Excellency in Council will be glad to consider."

RESOLUTION.—Extract paragraphs 2, 3 and 4 should be sent to the Acting Director of Public Instruction and to the Collectors and Presidents of District Boards for guidance, in continuation of Government Resolution No. 1884 of 6th November 1884.

(Signed) J. B. RICHEY,
Chief Secretary to Government.

To
The Acting Director of Public Instruction.

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(2)

Primary Schools, Sátára: Contribution by the Sátára Municipality towards the cost of——.

No. 961.

GENERAL DEPARTMENT.

Bombay Castle, 14th March 1885.

Transfer from the Educational Department of the Secretariat, No. 400, dated 25th February 1885, of the following papers :—

Letter from the Director of Public Instruction, No. 5776, dated 11th December 1884—Submitting a report from the Educational Inspector, Central Division, showing that the Municipality of Sátára declines to take over the primary schools, and this notwithstanding a proposal that the District Boards should be asked to grant a sum equal to half the deficit which has to be made up; observing that Government offers a most liberal grant of Rs. 1,696 on condition that the town with a population of more than 28,000 people provides Rs. 1,458, that the Municipality is so wanting in public spirit as to profess to be unable to find even half the sum required and this after the Treasury Officer has declared that Rs. 750 are available; and requesting that orders may be issued by Government or that failing such orders he may be empowered to close* every Local Cess School in the town and transfer the teachers to cess-paying villages.

* Before the 1st March when budget provision for those schools ceases finally.

Letter from the Collector of Sátára, No. 539, dated 28th January 1885—Submitting his report on the proposals regarding the transfer of primary schools to the Sátára Municipality and the grant by the Municipality towards their support.

RESOLUTION.—The Collector should inform the Municipality of Sátára that it is its duty under Section 24, Clause 15 (amended), of the District Municipal Act to make adequate provision for establishing and maintaining primary schools and that if this duty is not performed Government will have to consider whether it should not take action under Section 42 or Section 43 of Bombay Act No. II. of 1884.

J. MONTEATH,
Under Secretary to Government.

To
The Educational Department of the Secretariat,
The Director of Public Instruction,
The Commissioner, C. D.,
The Collector of Sátára,
The Accountant General.

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(3)

No. 747.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 21st April 1885.

Letter from the Acting Director of Public Instruction, No. 8092, dated 31st March 1885—Forwarding, with reference to correspondence ending with Government Resolution No. 2223, dated 31st December 1884, copy of a letter from the Acting Collector of Dhárwár regarding the transfer of Primary Schools to the Dhárwár Municipality. Stating that it will be observed that the Municipality have proposed certain alterations (on which he offers remarks) in the draft rules submitted to them, and that they have been requested, for reason given, to take over from the 1st of March charge of the 11 institutions, on which the present expenditure is Rs. 489-12-0 a month; and mentioning the three Departmental buildings which will be transferred to the Board. Requesting sanction to the grant of a fixed sum of Rs. 1,917 per annum for Dhárwár and the issue of instructions to the Accountant General to pass a bill for Rs. 479-4-0 for the first quarter on any date after 1st April 1885, the subsequent quarters being July 1st, October 1st and January 1st.

Letter from the Acting Director of Public Instruction, No. 8093, dated 31st March 1885—Submitting, in continuation of his letter No. 8092 of the same date, copy of a communication from the Acting Collector of Dhárwár relative to the transfer of Primary Schools to the Gadag Municipality. Making remarks on the modification proposed by the Municipality in the draft rules. Observing that there are six schools to be transferred, which at present cost Rs. 260-12-0 a month. Mentioning the three Departmental buildings the transfer of which has to be considered, and stating that the Board has agreed to take over the schools from 1st April. Requesting sanction to the payment of the fixed annual charge of Rs. 1,193 for the Municipality, the Accountant General being instructed to pass a bill for Rs. 298-4-0 for the first quarter on any date after the 1st April, and thereafter on July 1st, October 1st and January 1st of each year.

RESOLUTION.—The primary schools within the Municipalities of Dhárwár and Gadag should be transferred to the charge of each Municipality with effect from 1st March and 1st April 1885 respectively. The terms and conditions of the transfer are generally those shown in the letter of the Director of Public Instruction to the Collector of Poona of 30th September 1884. All the provisions of Act II. must of course be observed, the powers of Government under (amended) Section 24 of the Act of 1873 must not be overlooked, and the conditions on which the Provincial grant is paid must be respected. If attention is given to these three points the drafts of rules will not contain what is superfluous or inadmissible.

2. Buildings which are the property of Government and of which the use has been granted to the Local Fund Committees or transferred to them by the Educational officers, may now be used by the Municipal Committees upon the same terms, which presumably are that the Committee shall keep the buildings in repair and be allowed to hold it so long as it is applied to the purposes of primary education. Buildings constructed out of Local Funds and the absolute property of the District Board must be dealt with as directed in Government Resolution No. 2223 of 31st December.

3. The Rules which are to guide the constitution and working of Municipal Sub-Committees, appointed for the discharge of the educational duties of a Municipal body, are now under consideration and the Governor in Council will shortly be in a position to recommend for adoption a carefully matured draft of rules based upon those submitted by

the Poona Municipality. In the meantime the Municipal Committees should attend to the provisions of Act II. of 1884, Section 27, and will doubtless take care that their responsibilities in the matter of the schools taken over are adequately discharged.

4. The provincial grant is one-third of the cost at time of transfer. This seems to be from the Acting Director of Public Instruction's reports Rs. 1,959 for Dhárwár and Rs. 1,043 for Gadag per annum, which should be sanctioned in the Financial Department, but the Director of Public Instruction should observe that the grant is made on condition that local assets equal to double that sum are always forthcoming and he should take steps to assure himself on this point.

The Financial Department should be moved to instruct the Accountant General to meet the charges for the Government contribution. The first quarter's payment to be at once at the disposal of the Municipalities, and the rest upon 1st July, 1st October and 1st January.

J. B. RICHEY,

Acting Chief Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Acting Director of Public Instruction,
The Financial Department of the Secretariat,
The Accountant General,
The Collector and President, Dhárwár Municipality,
All other Collectors and Presidents, District Local Fund Committees.

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(4)

Educational Inspectors: Attendance of — at meetings of Municipal Boards.

No. 2282.

GENERAL DEPARTMENT.

Bombay Castle, 19th June 1885.

Transfer from the Educational Department of the Secretariat, No. 1081, dated 4th June 1885, of the following paper :—

Letter from the Acting Director of Public Instruction, No. 64, dated 4th April 1885 :—

"In reference to Government Resolution No. 1789, dated the 21st of October 1884, I have the honour to inquire whether an amendment of the Bombay Municipal Act is under the consideration of Government. In the event of such being the case, I would venture to suggest that it might be very advantageous if some provision similar to that of Section 28 of Bombay Act II. of 1884 were inserted. The presence of the Educational Inspector at Municipal meetings might prove convenient to the Commissioners and would certainly be advantageous to the cause of education.

"2. At the same time I take this opportunity of inquiring whether under Section 28 of the Bombay District Municipal Act Amendment Act an Educational Inspector, attending a meeting of the Municipality and receiving the consent of the Commissioners to take part in the discussion, has the right to move a formal proposal having reference to the schools, although he has no right to record a vote on any motion. The question has already arisen and is therefore no hypothetical difficulty. I am inclined myself to think that the Inspector should get his motion put by one of the Commissioners on his behalf."

RESOLUTION.—In Government Resolution No. 501, dated 12th February 1885, the Legal Remembrancer has been asked to prepare a draft Bill enabling the Bombay Municipality to undertake the management of primary schools. Extract paragraph 1 of Mr. Lee-Warner's letter should be forwarded to Mr. Naylor with a request that the necessary provision may be made in the draft Bill in the terms of Section 28 of Bombay Act II. of 1884.

2. With regard to the question raised in paragraph 2 of the Director's letter it may be observed that Sections 27, Clause (*d*), and 28 of the District Municipal Act Amendment Act, 1884, would seem to imply that Educational officers have no right to move a formal proposition unless they are members of the Municipal Board. In these circumstances the course suggested by Mr. Lee-Warner that Educational officers when not members of the Boards should cause any proposition they may have to make to be formally put by one of the Commissioners would seem to be the most expedient and should be followed.

(Signed) J. MONTEATH,

Under Secretary to Government.

To

The Director of Public Instruction.

(5)

No. 1244.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 30th June 1885.

Letter from the Acting Director of Public Instruction, No. 1359, dated 30th May 1885—Stating that the chief explanation for his troubling Government is to be found in Government Resolution No. 955, dated 18th May 1885, which laid down the principle on which school charges for schools transferred to Municipalities, but in regard to which expenditure had occurred prior to transfer payable by local funds but unfortunately excluded from the Local Fund Budget of the year, were to be met. Observing that the Accountant General advised that the charges, although not provided in the Budget, should be paid at once by the District Board in accordance with the provisions of Local Board Rule No. 39, and that the absence of Budget provision should be met by a supplementary estimate to be prepared later on in the year; that this Resolution of universal application, and urgently awaited by many schoolmasters in a similar predicament elsewhere, was only communicated to his office and to the Collector of Surat; that he has recapitulated it in order that if Government are pleased to print this letter it may be circulated to all Presidents of Boards and that he may be furnished with copies for distribution to all Inspectors; and that much repetition will be avoided by thus clearing recurring issues out of the way. Remarking that if Government will be pleased to adopt the course suggested, it will clear future correspondence regarding other Municipalities if he notices other decisions of Government which are of universal application. Referring to the recurring question of school buildings to be transferred to the Municipalities the orders on which (Government Resolution Nos. 2223 of 31st December 1884 and 747 of 21st April 1885) have already been received by all Collectors. Pointing out that these orders dispose of (I) Buildings constructed out of Local Funds and (II) Buildings the property of Government used by Local Fund Committees or transferred to them; that Government sanction the transfer of these last on the same terms, which are presumed to be that the Committees shall keep the buildings in repair and use them for the purposes of primary education, but this is too sweeping; that some school-house in each Táluka harbours a book depôt, others elsewhere afford accommodation to the office of a Deputy Educational Inspector; that he thinks Government should now formally reserve the right of using the buildings so transferred for the purposes for which they are now used, otherwise extra expense will have to be incurred if the Municipal Boards should by chance prove unaccommodating; and that if Government will decide this, buildings need not be introduced into future correspondence. Stating further that another general point is whether the Provincial grant is to be one-third of the expenditure at the time of transfer as ruled in Government Resolution No. 747, dated 21st April 1885, that his views are before Government, but that if the final decision is recorded on this letter a third recurring topic of correspondence will be settled for general guidance. Stating also (paragraph 5) as follows:—

> "Lastly there are the Rules of management. These are under consideration and the orders of Government are, I understand, that until the Poona rules are settled Municipal Committees must attend to the provisions of the Law, and the Educational Departmental officers must see that the main principles are upheld, especially in regard to not increasing free studentships, and to admitting all classes of the Community. When the Poona rules are finally recast, they are to be adapted to each Municipality with only verbal changes, and without substantial alteration."

Adding that if Government approve of and republish these principles, his future references in the matter of transfer will be brief and formal, and there will be no occasion to issue the Resolutions on them to all Districts, unless any new principles are introduced.

Report by the Remembrancer of Legal Affairs, No. 723, dated 13th June 1885—On the application of Acts I. and II. of 1884 to primary schools in Municipalities.

RESOLUTION.—This report reproduces the conclusions arrived at by Government. The effect of the Acts I. and II. of 1884 may be stated as follows.

2. From 1st May 1884 when the Act II. was published with the assent of the Viceroy it became the duty of Municipal Committees to provide for primary education in their Municipal area.* The enforcement of this duty rests with Government, and by the Government Resolution No. 1204 of 15th July 1884 the Municipalities were allowed a year in which to make their arrangements for the discharge of this duty

* Clause 15 of Section 24 of Bombay District Municipal Act of 1873.

with the liberal assistance of Government. The consequences of making default in the discharge of this duty are that the Municipality will be liable to the provisions of Section 42 of Act II. of 1884.

3. The liabilities of Municipal bodies under the above provisions of the law are absolute and are not qualified by the fact that assignments for the support of primary schools within Municipal areas may within certain limitations be legally made from Local Funds.

4. Such assignments may since the passing of Act I. of 1884 be made as follows. Until the date notified by the Governor in Council under Section 13 of the Act the existing Local Fund Committees retain office and can continue to make payments as heretofore for the support of primary schools in Municipal areas.

5. After the local boards constituted under Act I. of 1884 have taken office as notified under Section 13, they cannot continue to maintain these schools, Municipal areas not being subject to their authority.

6. The local board, however, must* assign to the Municipality two-thirds, and may assign the whole, of the local fund cess levied within the Municipal district, and the Municipality must expend one-third, and may expend the whole, of such assignment upon such educational objects as are shown in Section 30 of the Act.

*Section 47.

7. Further,† the local board may make expenditure in a Municipal area, provided that such expenditure is for the use and benefit of the area outside the Municipal district which is under the board's authority, and that the expenditure is sanctioned by Government.

†Section 45, last paragraph.

8. It would seem to follow from the foregoing :—

1*st*.—That any Municipality which by 1st May 1885 has not made provision for its primary schools is liable to the compulsory process provided in Section 42 of Act II. of 1884, the year allowed by the Resolution of 15th July 1884 having then expired.

2*nd*.—That such schools can be legally maintained by Local Fund Committees constituted under previous Local Fund Acts, and that when no budget provision for the purpose exists such Committees may make a supplementary assignment.

3*rd*.—That from the date of local boards under Act I. of 1884 taking office as notified under Section 13, expenditure from Local Funds upon such schools becomes illegal and must be stopped; but the local board must assign two-thirds, and may assign the whole, of their cess levied in the Municipal district to the Municipality.

4*th*.—That it is open to any Municipality to apply to the local board for a grant-in-aid of its primary schools on the ground that such schools are of use and benefit to the cess-payers in the area outside the Municipal district and under the authority of the local board; and that the local board, if satisfied that the conditions required by Section 45 are so fulfilled, may ask sanction of Government to make a grant accordingly.

5*th*.—That if any payment has been made from Local Funds to primary schools in Municipal districts, by local boards constituted under Act I. of 1884, the amount so paid must be refunded by the Municipality except in so far as in any case an assignment may be sanctioned under Section 45 as described in the last paragraph.

9. The opinion of the Accountant General communicated to the Director of Public Instruction in Resolution No. 955 of May 18th must be modified according to these remarks.

10. Time seems unfortunately to have been lost since the views and intentions of Government were stated in Resolution No. 1204 of 15th July 1884 and the Director of Public Instruction was instructed (paragraph 12) to enter at once into communication with the District Municipalities, the "present expenditure" on primary schools in Municipal districts being accepted provisionally as "adequate provision." It is to be regretted that even with the aid of that Resolution the requirements of the new Acts were not at once apprehended and arrangements made to meet them. It only remains now to adjust the accounts between the District Boards and the Municipalities as may be practicable and lawful in the circumstances set forth in the preceding paragraphs.

11. With regard to transfer of buildings, it may be added to the previous orders contained in Government Resolution No. 747 of 21st April regarding buildings the property of Government, that the Director of Public Instruction shall be authorized to impose such conditions upon their use by the Municipalities as may be necessary in special cases.

12. Regarding the rules for the management of primary schools to be adopted by each Municipality the Director of Public Instruction should be told that he has correctly stated the views of Government.

J. B. RICHEY,
Chief Secretary to Government.

To
The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Acting Director of Public Instruction (with 20 spare copies of this Resolution and with a list of dates of new District Local Boards taking office),
All Collectors and Presidents of the District Local Fund Committees,
The Remembrancer of Legal Affairs,
The Financial Department of the Secretariat,
The Accountant General, Bombay.

No. 1267.

EDUCATIONAL DEPARTMENT

Bombay Castle, 3rd July 1885.

Letter from the Acting Director of Public Instruction, No. 1584, dated 11th June 1885—Addressing Government regarding the transfer of primary schools to the smaller municipalities which will find a difficulty in providing for cost and administration. Making remarks, and submitting that there is no difficulty whatever in carrying out the intentions of Government. Stating that, if Government concur, he would suggest that all Presidents of Municipalities be informed that no municipal primary schools outside Bombay City are to be borne on any Local Fund Budget next year; and that he would ask that the Collectors of all districts be requested to arrange for the formal transfer as soon as possible. Observing that all parties except Government are losing by the delay which has occurred, since the Local Funds lose at the least the share of the Government Provincial grant assigned for Municipal schools, and as much more of the cost of these schools as the Municipality can afford to pay.

RESOLUTION.—The limitation of Local Fund liability for primary schools in Municipal areas has been laid down in Government Resolution No. 1244, dated 30th ultimo, and it is not optional with Local Boards whether they will retain such schools in their budgets or not. The law prescribes for the Boards what they may do, and any illegal expenditure will be liable to be checked at audit and to be disallowed, and the Board would be liable to a demand for refund.

2. The Director now calls attention to the difficulty which some of the small municipalities may be expected to find in providing—

1st, Funds,
2nd, Management,

for their primary schools.

3. As to the financial difficulty, it would seem that no very serious question is involved The aids which Municipalities will receive to meet the cost of these schools will be—1st, Government contribution, 2nd, Fees, 3rd, Local Fund Cess of the Municipal area, 4th, Any grant-in-aid which the District Local Board may consider legally payable under Section 45 with the sanction of Government.

4. As the smaller Municipal towns usually contain a very large proportion of agricultural cess-payers, there will on the one hand be a slight loss in fee receipts, but on the other hand there will be good ground for a subsidy from the Local Board.

5. The average cost of a primary scholar may be taken at Rs. 5 per annum, and this will be covered somewhat as follows :—

	Rs.	a.	p.
Fees	1	0	0
Government contribution	1	11	0
Municipal assignment	2	5	0

But against the Municipal assignment must be set off the cess of the Municipal area and any subsidy given from Local Fund. These will rarely be less than 4 annas per head. This would leave Rs. 2-1-0 to be provided from Municipal funds for each pupil. Taking 5 per cent. of the population as the maximum which it might be possible to reach in primary school attendance for some years, it appears that the incidence of primary school charges should not average more than about 1½ annas per head of Municipal population during the next five years.

6. This is less than the education rate paid by every poor cultivator with a five rupee holding.

7. As taxation in the smaller Municipalities is usually very low, such a slight addition to expenditure as is involved in these school charges should very rarely cause any difficulty.

8. It should be noticed that what the Municipalities will have to provide is not one-half, and will probable not often exceed two-fifths, of the cost of their schools. It is therefore, at first sight, impossible to admit that any Municipality "cannot afford to pay their full share." Some more specific case must be made out before a conclusion can be accepted, which would simply mean that the smaller Municipalities cannot discharge their proportionately lighter duties without special assistance from the general tax-payer.

9. The representations on the subject have, it appears, come from district officers; the newly constituted Municipal Boards will, it may be expected, take a more hopeful and self-reliant view of the matter.

10. Now it is true that the Government of India did not wish to increase taxation side by side with Self-Government. But it did not contemplate such a case as the necessity of providing money to fill up the vacuum caused by the restitution of other people's money to its proper owners.

11. As to the administrative difficulty, it may well be that in certain Municipalities, particularly those created on account of fairs in places otherwise of small population, there will be a deficiency in the supply of intelligent and influential persons qualified to conduct school administration. There seems to be no legal objection whatever to the Committees obtaining the assistance of the Deputy Educational Inspector in disposing of questions of school management other than the routine business, and for this, if their School Committee is combined, as suggested by the Acting Director of Public Instruction, with a Táluka Committee under Sections 36, Act I. and 31, Act II. of 1884, quite sufficient executive capacity ought to be provided.

12. But when such machinery could not be provided, all that would be necessary would be that the authority of the Municipality in respect of public education should, by Government ruling under the last paragraph of Section 24 of Act VI. of 1873 (amended), be made as narrow as possible consistently with the spirit of the Local Government Acts.

13. The Acting Director of Public Instruction, therefore, appears to take a right view of this branch of the question in holding that there is no practical difficulty in providing for the management of primary schools in small Municipalities.

(Signed) J. B. RICHEY,
Chief Secretary to Government.

To

The Acting Director of Public Instruction.

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(6)

No. 1055.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 2nd June 1885.

Letter from the Acting Director of Public Instruction, No 8090, dated 31st March 1885—Reporting that the Nadiád Municipality has agreed to take over the primary schools within municipal limits from 1st April 1885, and requesting for reasons given that the payment of the Government grant of Rs. 2,900 may be sanctioned at an early date and the Accountant General authorised to pay the first quarterly instalment of Rs. 725 on or after the 1st April and, thereafter, on the 1st of July, October and January of each year. Stating that there are only two Departmental buildings, one of which was erected at the cost of the Infanticide Fund, and the other to a large extent at the cost of popular contributions, and that both of these may be transferred to the Municipal

Board on the usual condition that they are maintained for purposes of education. Enclosing copy of a letter from the Collector of Kaira to the Educational Inspector, Northern Division, from which it will be seen that the Municipality propose certain alterations in the conditions of transfer and in the rules of management. Making remarks, but observing that differences of opinion in regard to these matters of detail need not for reason given delay the sanction of Government to the grants asked for above. Adding that the rules of management adopted by the Municipality appear to be satisfactory and may be approved.

RESOLUTION.—His Excellency the Governor in Council is not disposed to allow any modification of the terms sanctioned for the transfer of primary schools to municipal management, as it is obvious that Government cannot deal with such matters except on uniform principles of general applicability.

2. Presuming that the Nadiád Municipality will recognise this necessity and take over their schools on the sanctioned terms, their transfer is approved. The Accountant General should be authorized through the Financial Department to meet demands on a provincial contribution of Rs. 2,900 payable in quarterly instalments of Rs. 725 from 1st April or such date as the Director of Public Instruction may certify as the date of transfer of the schools to the Municipality, provided the municipal assignment is double that amount. Regarding the rules of management, the Director of Public Instruction is referred to Government Resolution No. 747 of 21st April.

J. B. RICHEY,
Chief Secretary to Government.

To

The Acting Director of Public Instruction,
The Commissioner, N. D.,
The Collector of Kaira,
The Financial Department,
The Accountant General.

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(7)

No. 1264.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 3rd July 1885.

Letter from the Acting Director of Public Instruction, No. 1744, dated 18th June 1885—Stating, with reference to Government Resolution No. 1055 of 2nd June 1885, that the grant due by Government to the Nadiád Municipality should have been Rs. 1,673 instead of Rs. 2,900 as stated in his letter No. 8090 of 31st March last; and requesting that the Accountant General be informed accordingly, as also that the transfer took effect from 1st April last. Stating further, with reference to Government Resolution No. 1054, that the provincial contribution for Viramgám should be Rs. 938, instead of Rs. 892. Observing, with reference to Government Resolution No. 1059 of 2nd June 1885, that in consequence of delay in taking over their schools the Municipal Boards have not drawn the grant provided for them, and the Budget will meet all requirements for this year. Suggesting that the Accountant General be instructed to accept a revised list of the contributions from him in cases where the transfer has already been ordered, a copy of the list being sent to Government for information. Adding that in the case of fresh transfers he will report the proper figures at once.

RESOLUTION.—In these and similar cases the Accountant General should be authorized to pass charges according to the revised scale which the Director of Public Instruction may furnish, on the understanding that the Budget grant is not exceeded.

(Signed) J. B. RICHEY,
Chief Secretary to Government.

To

The Acting Director of Public Instruction.

Resolutions relative to the Report of the Education Commission.

No. $\frac{10}{309}$.

Extract from the Proceedings of the Government of India, in the Home Department (Education)—under date, Simla, the 23rd October 1884.

Read—

(1) Resolution by Government of India, Home Department, No. $\frac{1}{80}$, dated 3rd February 1882, appointing a Commission to enquire into the present position of education in this country and containing instructions for their guidance.

(2) To Her Majesty's Secretary of State for India, No. 1, dated 6th February 1882, forwarding with remarks a copy of the foregoing Resolution.

(3) From Her Majesty's Secretary of State for India, No. 58, dated 11th May 1882, acknowledging receipt of the Resolution and communicating remarks.

(4) From the President of the Education Commission, No. 6049, dated 9th October 1883, forwarding copies of the report of the Education Commission.

(5) To all Local Governments and Administrations, Nos. 11—371 to 380, dated 3rd November 1883, forwarding the report for remarks and suggestions.

(6) To the President of the Education Commission, No. 381, dated 3rd November 1883, conveying the thanks of the Governor General in Council to the Members of the Commission.

(7) To Her Majesty's Secretary of State for India, No. 15, dated 5th November 1883, transmitting for consideration a copy of the report.

(8) To Her Majesty's Secretary of State for India, No. 3, dated 12th May 1884, submitting the views of the Government of India upon certain questions of principle raised by the report of the Education Commission.

(9) From Her Majesty's Secretary of State for India, No. 61, Public (Educational), dated 24th July 1884, replying to the foregoing.

(10) Replies of Local Governments and Administrations to Circular Nos. 11—371 to 380, dated 3rd November 1883.

RESOLUTION.

The Education Commission was appointed under the orders of the Governor General in Council, contained in the Home Department Resolution of the 3rd February 1882, which laid down the scope of the enquiry entrusted to the Commission, and indicated in general terms the matters to which the Government desired that special attention should be given. The considerations which led His Excellency in Council to appoint a Commission at this particular time were thus explained in the opening paragraphs of the Resolution :—

The despatch from the Court of Directors of the East India Company, No. 49 of the 19th July 1854, laid down in clear, though general, terms the principles which should govern the educational policy of the Government of India. It set forth (in the words of Lord Dalhousie) "a scheme of education for all India, far wider and more comprehensive than the Supreme or any Local Government could ever have ventured to suggest." Up to the time of its issue the efforts of the Government in the cause of education had been marked neither by consistency of direction nor by any breadth of aim. The annual expenditure upon public instruction had been insignificant and uncertain; and the control of its operations had not been deemed worthy the attention of any special Department of the State. The educational system elaborated in the despatch was indeed, both in its character and scope, far in advance of anything existing at the time of its inception. It furnished in fact a masterly and comprehensive outline, the filling up of which was necessarily to be the work of many years. Hence it became a matter of importance that Government should from time to time review the progress made under its orders, and enquire how far the superstructure corresponded with the original design.

2. Such an enquiry was instituted by the Secretary of State for India in his despatch No. 4 of the 7th April 1859, in which, after describing the measures actually taken upon the orders of 1854, Her Majesty's Government confirmed and supplemented the lines of policy therein contained, so far as general education was concerned, and called upon the Government of India for fuller report as to the operation of the system in all its parts. Owing to imperfections in the method of the annual reports as then prepared, the Government of India found it difficult to comply in any satisfactory manner with this demand of the Secretary of State, and it was not until the year 1867 that it was found possible to present anything like a complete review of the whole educational system. In March of that year Mr. A. M. Monteath, then Under Secretary in the Home Department, submitted his "Note upon the state of education in India during 1865-66;" which was followed by similar "Notes" prepared by his successor, Mr. A. P. Howell, dealing with the statistics of 1866-67, 1867-68, and 1870-71.

3. In the year 1871 the control of the Educational Department was, under the operation of the financial decentralisation scheme, made over to the Local Governments; and the Government of India has since that time had to depend mainly upon the Annual Departmental Reports for its knowledge of the manner in which the educational system is progressing, and in which it is being developed and adapted to the more modern requirements of the different Provinces.

4. In view of the facts that, since the measures set forth in the despatch of 1854 came into active operation, a full quarter of a century has elapsed, and that it is now ten years since the responsible direction of the educational system was entrusted to the Local Governments, it appears to His Excellency the Governor General in Council that the time has come for instituting a more careful examination into the results attained, and into the working of the present arrangements, than has hitherto been attempted. The experience of the past has shown that a mere critical review or analysis of the returns and reports of the different Provinces fails to impart a thoroughly satisfactory knowledge of the actual state of things in the districts, and that there are many points which only an acquaintance with local circumstances can adequately estimate or explain. His Excellency in Council has therefore decided to appoint a Commission on behalf of Government to enquire into the present position of education in British India, and to nominate to this Commission a sufficient number of persons from the different Provinces to secure the adequate and intelligent consideration of the facts that will be laid before it.

2. In selecting the Members of the Commission care was taken, as far as possible, to secure a fair representation, not only of the Education Departments and of the local Executive of the different Provinces, but also of the educated Native Community, and of those of the Missionary bodies, who were most largely interested in the subject-matter of the enquiry.

3. In appointing the Commission, the Governor General in Council observed that their duty would be to enquire particularly (subject only to certain limitations as regards the universities, schools of technical instruction, European education, and the educational system of British Burma) into the manner in which effect had been given to the principles of the Despatch of 1854, and to suggest measures for the further carrying out of the policy therein laid down. It was said that "the Government of India was firmly convinced of the soundness of that policy, and had no wish to depart from the principles upon which it was based." The Commission have examined with much care, fulness, and impartiality the past history and present state of education in each Province of British India. It is not necessary to repeat in this Resolution facts and figures, which can readily be gathered from the pages of their Report, or to discuss those questions of opinion regarding the work of the past on which some local authorities take exception to the conclusions at which the Commission have arrived. The criticisms passed by the Commission upon the existing arrangements in the several Provinces are, generally speaking, candid and impartial, and the Governor General in Council will content himself with recommending to Local Governments and departmental officers the careful study not only of the main Report itself but of the Provincial Committees' Reports and the record of evidence, in order that, by comparing the system with which they are best acquainted with those in force elsewhere and with the objections brought forward by outside critics, they may have their attention drawn to any matters which do not happen to be specifically met by the orders and instructions to follow in this Resolution.

4. As regards the general outcome of the Commission's enquiry into the state of education in India, the Governor General in Council thinks that, on the whole, and after making all deductions on account of mistakes and failures on the part of the local authorities in giving effect to the Despatch of 1854, the result is one upon which the Government may congratulate itself. The advance made since 1854 has everywhere been great and encouraging. A reference to General Table I-*a* at page v of the Appendix to the Report shows that the number of educational institutions in the Provinces comprised in the table had risen from 50,998 with 923,780 pupils in 1855 to 114,109 institutions with 2,643,978 pupils in 1881-82. The vastness of the field which has still to be occupied is gathered from the fact, brought out in the Census Report, that, after excluding children under five who are too young to be at school, out of every 1,000 males in the Empire only 104 are able to read and write or are under instruction. The Census Commissioner writes:—"Burma is the only Indian country where the majority of the males are instructed. There 532 of every 1,000 males (over 5) are able to read and write or are at school. In Madras we find the next highest proportion. But the drop from the Burma figure is very great, the Madras figure being 158 in every 1,000. Of the large Provinces, Bombay comes next, with 127; then Bengal, with 102. The North-West proportion is extremely low, 66, and the Punjab little better, 72." In Bengal, which has 1,099,767 pupils in its schools and colleges, the Census returns show that in every 1,000 males above five years of age 34 are learning, 67 can read and write, and 898 are ignorant, while in every 100 boys of school-going age 20 only are under instruction. The percentage of persons instructed or under instruction is better in some Provinces and worse in others, but is extremely small in each.

5. It is of the utmost importance, in view of these facts, that there should be no loss of educational power from adherence to mistaken methods. It is impossible for the Government to find funds to meet a tithe of the demands for aid that can fairly be made upon it. This was fully recognized in the Despatch of 1854, one of the main objects of which was to indicate the mode in which Government funds might be made to go further, and private effort be most effectively evolved to supplement and economise the resources of the State. The Commission have rightly devoted the chief part of their labour to the careful examination and elucidation of the conditions of this problem, and the Governor General in Council trusts that the result may be to give a fresh impetus to the cause of education in

India. His Excellency in Council believes that this desirable end will be materially furthered by the new powers in connection with education which are being conferred upon local bodies all over the country under the arrangements for the development of local self-government.

6. It appears from the Report that the experience of nearly thirty years has brought to light no serious flaw in the general outlines of the policy laid down in 1854 and confirmed in 1859. If in any Province unsatisfactory results are brought to notice, or if the progress made in any particular respect is shown to have been less than might have been hoped for, this will almost invariably be found to have been due to a departure from, or failure to act up to, the principles of the Despatches upon which the whole educational system rests. The Commission have done good service in indicating clearly where mistakes of this kind have been made, and their recommendations are so framed, and descend at times to such minuteness of detail, that, when once the orders of Government have been issued in respect of them, no departures from the right paths should be possible in the future. It is especially matter for congratulation that so much substantial unanimity has been secured among a body of men representing so many different interests and such varied lines of training and experience.

Indigenous Education—Chapter III. of the Report.

7. In the Resolution of the 3rd February 1882, the Government of India specially directed the attention of the Commission to the subject of primary education, and in connection with this to 'the extent to which indigenous schools exist in different parts of the country, and are or can be utilised as a part of the educational system.' It was added that the Governor General in Council 'was disposed to advocate the making as much use as possible of such schools.' The result of the enquiries made by the Commission is to show that, although in some Provinces considerable use has been made of indigenous institutions, in others they have, for various reasons, into which it is not necessary to enter, formed a less prominent feature in the scheme of primary education. The Commission have framed a series of recommendations providing for the recognition of indigenous schools, where these exist, giving them a distinct claim to grants-in-aid from public funds, and placing them, where they accept those grants, under a system of supervision and improvement, to be exercised by local boards where such boards have been formed, and in other cases by the Educational Department. The Governor General in Council entirely approves of the leading principles laid down by the Commission and embodied in the following recommendations of Chapter III. of their Report:—

*1. That all indigenous schools, whether high or low, be recognized and encouraged if they serve any purpose of secular education whatsoever.

5. That a steady and gradual improvement in indigenous schools be aimed at with as little immediate interference with their personal or curriculum as possible.

10. That where municipal and local boards exist, the regulation, supervision, and encouragement of indigenous elementary schools, whether aided or unaided, be entrusted to such boards: provided that such boards shall not interfere in any way with such schools as do not desire to receive aid or to be subject to the supervision of the boards.

12. That such boards be required to give elementary indigenous education free play and development, and to establish fresh schools of their own only where the preferable alternative of aiding suitable indigenous schools cannot be adopted.

8. These recommendations set out correctly, in the opinion of the Governor General in Council and Her Majesty's Secretary of State, the general principles on which recognition should be extended to indigenous schools. His Excellency in Council is glad to see that the Local Governments, in Provinces where indigenous schools exist, are agreed in accepting them.

9. The Secretary of State, in approving the proposals of the Commission in regard to indigenous institutions generally, deprecates, as the Commission do, undue interference of a direct kind with their internal management and curriculum. In the case of indigenous institutions of a high order, the recommendation of the Commission is that the best practicable mode of encouraging such as desire recognition should be ascertained in communication with those interested in their management. The Governor General in Council commends this course to the adoption of the Local Governments. The University authorities, who already take cognizance of the study of the Indian classics, might also usefully be invited to advise in the matter. It is believed that no great expenditure of funds will be found to be necessary in the case of the Sanskrit tôls and High Arabic schools. In Bengal, where up to date most has been done for these schools, the mere fact of Government recognition served at once to draw forth pecuniary aid from the leaders of the Native community.

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* The numbering of the Recommendations followed here is that of Chapter III. of the Report. In Chapter XIII. the proposed definition of 'Indigenous Schools' is numbered as a Recommendation (1).

10. In connection with the ordinary indigenous schools the most important point is that local boards, municipal and rural, should be brought to recognize the claims of such schools to aid from the funds and cesses at the disposal of the boards, and that fresh schools should not be opened by them when the primary educational wants of the locality can be met by aiding an existing indigenous school and encouraging its improvement.

11. The Governor General in Council observes that some Local Governments are under a misapprehension as to the meaning of recommendations 8 and 9 under this chapter of the Report and the corresponding clauses in other chapters. It is not intended by the Commission to compel aided schools to receive pupils of all castes under penalty of losing their grants. It is open to any aided school to register itself as a special school for children of specified classes or not belonging to specified castes. It will not necessarily lose its grant by so doing. It is, however, the desire of the Government that the educational authorities and the local boards should encourage aided schools to throw their doors open to all castes and classes exactly as those of the Government schools must be open. Under all circumstances care must be taken to see that due provision is made in each locality for the education of low caste children; and when funds are insufficient for all purposes a 'public' school should receive aid in preference to a 'special' one.

12. As regards the remaining recommendations in this chapter, the Governor General in Council commends them generally to the adoption of Local Governments. Recommendation 13, 'that the local inspecting officers be *ex-officio* members of municipal or district school boards,' need not, however, be acted upon literally in all Provinces. The chief thing is to arrange that the local boards are enabled, in some form or other, to avail themselves of the knowledge and advice of the local inspecting officers; and this appears to be generally provided for.

Primary Education—Chapter IV. of the Report.

13. Having provided for the distinct recognition of indigenous schools, the Commission pass on in Chapter IV. of the Report to the general subject of primary education. With the general policy of their recommendations under this head the Governor General in Council and the Secretary of State entirely concur. The chief object kept in view has been the development of the grant-in-aid system in connection with this class of education. The Commission commence by recommending—

> 1. That primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the university.

This definition is accepted by Government. The cardinal principles are then laid down—

> 3. That, while every branch of education can justly claim the fostering care of the State, it is desirable, in the present circumstances of the country, to declare the elementary education of the masses, its provision, extension and improvement, to be that part of the educational system to which the strenuous efforts of the State should now be directed in a still larger measure than heretofore.
>
> 28. That primary education be declared to be that part of the whole system of public instruction which possesses an almost exclusive claim on local funds set apart for education and a large claim on provincial revenues.

These recommendations are quite in accordance with the views repeatedly expressed by Her Majesty's Government, and again endorsed by the Secretary of State in his Despatch No. 58 of the 11th May 1882. Fully to understand their bearing it is necessary to refer to the recommendation (23 in Chapter V.) describing the relation which it is proposed that the State should hold towards secondary education, *viz.*:—

> 23. That it be distinctly laid down that the relation of the State to secondary is different from its relation to primary education, in that the means of primary education may be provided without regard to the existence of local co-operation, while it is ordinarily expedient to provide the means of secondary education only where adequate local co-operation is forthcoming; and that therefore, in all ordinary cases, secondary schools for instruction in English be hereafter established by the State preferably on the footing of the system of grants-in-aid.

Accepting the principles thus laid down, the Governor General in Council considers that the general effect of the Commission's proposals is to carry out the policy explained by the Government of India in the Resolution of the 3rd February 1882 appointing them. It was there said that it would be contrary to the policy of the Government of India to check or hinder in any degree the further progress of high or middle education, but it was held that the different branches of public instruction should for the future move forward together, and with more equal steps than hitherto; that the development of elementary education called for more systematic attention than it had always received; and that secondary education should, if possible, be made more self-supporting. This is precisely the result to which the recommendations of the Commission directly point, and for this reason the Governor General in Council desires to give them his cordial support.

14. The detailed proposals of the Commission are well calculated to give effect to the general policy which they advocate. The Government of India especially notes and accepts the recommendations—

> 7. That as a general rule aid to primary schools be regulated to a large extent according to the results of examination; but an exception may be made in the case of schools established in backward districts or under peculiar circumstances, which may be aided under special rules.
>
> 9. That the standards of primary examination in each Province be revised with a view to simplification, and to the larger introduction of practical subjects, such as Native methods of arithmetic, accounts and mensuration, the elements of natural and physical science, and their application to agriculture, health and the industrial arts; but that no attempt be made to secure general uniformity throughout India.
>
> 14. That the existing rules as to religious teaching in Government schools be applied to all primary schools wholly maintained by municipal or local fund boards.
>
> 16. That the first charges on provincial funds assigned for primary education be the cost of its direction and inspection and the provision of adequate normal schools.

15. The Governor General in Council attaches great importance to the provision of a well-judged system of normal schools. There may be, in the case of Bengal, difficulties in the way of insisting upon a normal training for all teachers in primary schools; but the Government of India considers it very desirable, with a view to improving the character of the instruction given in the aided indigenous schools, which undertake practically the whole primary education of the masses in that Province, that those teachers who are willing to submit to normal training should have opportunities given them of securing it, and that their doing so should be favourably recognised in their grants. It is hoped, therefore, that the Lieutenant-Governor of Bengal will be able to provide reasonable facilities for a certain amount of normal training for primary school teachers. All the other Local Governments already recognise the importance of this.

16. The question of legislation in support of primary education (recommendation 4), and the relations of local boards to primary education (recommendations 29-34) will be noticed below. The other detailed recommendations of the Commission under this chapter are for the most part accepted by Local Governments. It is here only necessary to remark that the curriculum of a primary school ought, while not neglecting the preparation necessary for any pupils who may be advancing to the secondary stage, to aim principally at imparting instruction calculated to be of real practical benefit to the bulk of the children whose education will terminate with the primary course. This is the object which the Commission had in view in framing their recommendations 1, 9 and 12.

17. A question is raised by some Local Governments with reference to recommendation 17 (which deprecates the entire exemption of the children of ratepayers from fees in municipal and local board schools). The weight of authority is in favour of the soundness of the principle of charging some fees to all scholars not specially exempted on the ground of poverty, and the Government of India is itself in favour of this course, though there may be cases where local circumstances may render advisable the more favourable treatment of the children of cess-payers in respect of the amount of fee. So, again, the Governor General in Council considers correct the principle laid down in recommendation 19 that fees should be levied in all aided schools, the proceeds being left at the entire disposal of the managers. This is strictly in accordance with the rule embodied in paragraph 54 of the Despatch of 1854. If any exception is allowed, it should, in the opinion of the Government of India, be confined to the lowest classes of aided indigenous schools.

18. The recommendations of the Commission (Nos. 20 and 21) regarding the requirement of preliminary educational tests for the filling of all offices under Government open a very important question to which, the Governor General in Council is glad to observe, most of the Local Governments have already given serious attention. It is not of course necessary to apply the rule to menial offices, but for all employments above that grade the Government of India entirely supports the views of the Commission. The Governor General in Council would recommend the admirable arrangements now in force to this end in the Madras and Bombay Presidencies to the early consideration of all other Governments

19. In giving effect to some of the recommendations under this chapter, the Local Governments must be allowed a certain latitude of application. Thus, the principle underlying recommendation 16 is that provincial as distinct from local funds must contribute fairly to charges on account of primary education. If this is done, it is a matter of minor consequence whether normal schools (or any other item) are actually debited to provincial or local funds. Again, while the suggestions of the Commission (No. 35) with reference to the treatment of minorities in the matter of language are sound, there may be some provinces where the matter is not of importance. In the opinion of the Chief Commissioner this is the case in the Central Provinces. Local circumstances must determine the precise application of the general rule.

Secondary Education—Chapter V. of the Report.

20. It was one of the principal objects of the Despatch of 1854 to develope the grant-in-aid system in connection with secondary education. Leaving the general question of grants-in-aid to be dealt with under Chapter VIII., the Commission recommend in their Chapter V. that the function of State effort shall henceforth ordinarily be confined to extending secondary education in cases where there is a local demand for this and local co-operation. They propose to provide effective support for this system by throwing open all scholarships, as directed by the Despatch of 1854, to pupils in aided and unaided institutions, and by making them tenable at such institutions. They deal with the alleged one-sidedness of secondary education at present, to which attention was directed in paragraph 17 of the Resolution appointing them, by proposing a bifurcation of the curriculum in high schools—one course leading to the University, and the other intended to fit youths for commercial or other non-literary pursuits. Their principal recommendations under this chapter, in all of which the Government of India concurs, are the following :—

1. That in the upper classes of high schools there be two divisions—one leading to the Entrance Examination of the Universities, the other, of a more practical character, intended to fit youths for commercial or other non-literary pursuits.

12. That in all Provinces the system of scholarships be so arranged that, as suggested in the Despatch of 1854, they may form connecting links between the different grades of institutions.

13. That scholarships payable from public funds, including educational endowments not attached to a particular institution, be awarded after public competition, without restriction, except in special cases, to students from any particular class of schools.

14. That scholarships gained in open competition be tenable, under proper safeguards to ensure the progress of the scholarship-holder, at any approved institution for general or special instruction.

21. The proposals under this chapter also meet with a favourable reception from the Local Governments. The bifurcation of studies suggested in recommendation I is of special importance at the present time. Every variety of study should be encouraged which may serve to direct the attention of Native youth to industrial and commercial pursuits. To be of any value the bifurcation should be carried out, as the Commission advise, in the high school course. To postpone it till after matriculation at the University, as proposed by some authorities, would to a great extent render its advantages futile.

22. There is one matttor regarding which no specific recommendation is made, but to which attention was drawn in the Resolution appointing the Commission, and which is discussed in paragraphs 249-50 of their Report, *viz.*, the place which should be occupied by English and the Vernacular in middle schools. The Governor General in Council is disposed to agree with the Commission that, for boys whose education terminates with the middle course, instruction through the Vernacular is likely to be the most effective and satisfactory. The experience of Bengal goes indeed to show that even for lads pursuing their studies in high schools a thorough grounding conveyed through their own Vernacular leads to satisfactory after results. It is urged by those who take this view that many of the complaints of the unsatisfactory quality of the training given in the middle and high schools of the country are accounted for by the attempt to convey instruction through a foreign tongue. The boys, it is said, learn a smattering of very indifferent English, while their minds receive no development by the imparting to them of useful knowledge in a shape comprehensible to their intellects, since they never really assimilate the instruction imparted to them. It has been proposed to meet this difficulty by providing that English shall only be taught in middle schools as a language, and even then only as an extra subject where there is a real demand for it and a readiness to pay for such instruction. His Excellency in Council commends this matter to the careful consideration of Local Governments and educational authorities.

23. The recommendation (9) that the Departmental authorities, in consultation with the managers of aided schools, should determine the scale of fees to be charged, and the proportion of free pupils, appears to be in accordance with the present practice of most Local Governments. The proposal was not unanimously adopted by the Commission, and the Bombay Government considers that this and the following recommendation (that managers of aided schools be not required to charge fees as high as those of a neighbouring Government school of the same class) involve undue interference with the management of aided schools. Some of the objections urged against the proposal before the Commission would be met by recognizing the right of the managers of an aided school to pay out of subscriptions or endowments any share of the fees that they might wish so to defray. Generally speaking, the recommendation is favourable to the position of aided schools, for the effect is to give their managers a potential voice in the settlement of fees both in aided and Government schools, and thus to protect private enterprise against unfair competition, and assist new schools of this class to secure a reasonable start. On the whole, the Governor General in Council would leave the practice alone where it is already in force, and would recommend those Governments who have not at present adopted it to consult the wishes of managers and be guided by the result.

24. The Governor General in Council attaches great importance to the recommendation of the Commission in regard to the establishment everywhere of a sound system of scholarships. On this question the following remarks were made in the Resolution appointing the Commission :—

> Provision should be made by means of a proper system of scholarships for the rise of youths of proved ability from the lowest to the highest grade of institution. The funds available for scholarships ought in any case to be so distributed that ample facilities for obtaining a good secondary education are held out to a large number of youths in the lower schools. The provision of scholarships tenable during a university course need not be so liberal, but should still be sufficient to afford the best of the pupils of middle and high schools a fair opportunity of obtaining an advanced education if they show themselves fit for it. The Government scholarships ought, however, in no way to be placed on an eleemosynary basis, but should always be given as distinct rewards for merit tested and proved by competitive examinations. This will leave a wide field open for the establishment of scholarships requiring local or other qualifications, through the munificence of private individuals or corporations.

His Excellency in Council is glad to observe that the Local Governments generally approve, and are preparing to give effect to, the suggestions of the Commission on this point. This also is especially a matter to be settled in communication with the managers of aided schools. The Educational Reports of the different Provinces should contain full information as to the steps taken to carry out the reforms necessary in some of the local systems.

25. The Government of India recommends to Local Governments the consideration of the advantage of attaching boarding-houses to high schools, as suggested by the Chief Commissioner of Assam. It appears probable that in some localities such institutions might prove to be extremely useful.

Collegiate Education—Chapter VI. of the Report.

26. The Commission were precluded by the terms of their appointment from enquiring into the working of the Indian Universities, and they have therefore put forward, in Chapter VI. of their Report, but few suggestions of a general character regarding collegiate instruction, which is dominated by the requirements of the Universities. Their proposals have reference chiefly to matters of departmental detail. Some of these are, however, of sufficient importance to demand notice. The Governor General in Council approves of No. 2 of the recommendations :—

> 2. That the rate of aid to each college be determined by the strength of the staff, the expenditure on its maintenance, the efficiency of the institution and the wants of the locality.

Colleges cannot be properly aided under a strict application of the payment-by-results system ; and certainly under that system no inducement is held out to the starting of new institutions.

His Excellency in Council also approves of the proposal—

> 5. That Indian graduates, especially those who have also graduated in European Universities, be more largely employed than they have hitherto been in the colleges maintained by Government.

27. Recommendation 4 in this chapter and recommendations 1 and 11 of Chapter VII. relate to questions of the pay and position of officers now serving in the Educational Department, which the Government of India does not consider it either necessary or desirable to re-open.

28. The Governor General in Council regrets that he is obliged to dissent from the following proposals of the Commission :—

> 8. That an attempt be made to prepare a moral text-book, based upon the fundamental principles of natural religion, such as may be taught in all Government and non-Government colleges.
>
> 9. That the Principal or one of the Professors in each Government and aided college deliver to each of the college classes in every session a series of lectures on the duties of a man and a citizen.

It is doubtful whether such a moral text-book as is proposed could be introduced without raising a variety of burning questions ; and, strongly as it may be urged that a purely secular education is imperfect, it does not appear probable that a text-book of morality, sufficiently vague and colourless to be accepted by Christians, Mahammadans and Hindus, would do much, especially in the stage of collegiate instruction, to remedy the defects or supply the shortcomings of such an education. The same objection appears to apply to the proposal that a series of lectures should be delivered in each college on the duties of a man : and as to the proposed lectures on the duties of a citizen, Mr. Telang's objections at page 612 of the Report appear to be unanswerable. The Secretary of State intimates his concurrence in the views of the Government of India on this matter, but adds

that possibly hereafter some book in the nature of a Text-book of Moral Rules may be written of such merit as to render its use desirable. In that event the question can be reconsidered.

The Government of India commends the other general recommendations of this chapter to the adoption of Local Governments. Recommendation 14 is designed to regulate the expenditure on scholarships tenable in Arts colleges with reference to the whole funds available for education, and to prevent an undue expenditure on collegiate education. Efforts should be made to call forth private liberality in the endowment of scholarships not only in Arts colleges but for the encouragement of technical education.

Internal Administration of the Department—Chapter VII. of the Report.

29. Chapter VII. of the Report deals with the internal administration of the Department.

The Governor General in Council approves of recommendation 2—

2. That conferences (1) of officers of the Educational Department and (2) of such officers with managers of aided and unaided schools be held from time to time for the discussion of questions affecting education, the Director of Public Instruction being in each *ex-officio* president of the conference. Also that Deputy Inspectors occasionally hold local meetings of the schoolmasters subordinate to them for the discussion of questions of school management.

It is hoped that Local Governments will lose no time in inaugurating these conferences; and if any Government desired to try the plan of a permanent consultative board, the Government of India would not object to this. The question raised in recommendation 4, regarding the adoption of inter-school rules, might, where there is any doubt as to the advisability of the practice, be referred to such a conference.

The Governor General in Council also approves of recommendation 5—

5. That it be an instruction to the Departments of the various Provinces to aim at raising fees gradually, cautiously, and with due regard to necessary exemptions, up to the highest amount that will not check the spread of education, especially in colleges, secondary schools, and primary schools in towns where the value of education is understood.

This appears to His Excellency in Council and to the Secretary of State to go quite far enough. The Government of India is not in favour of any summary raising of fees in colleges. Though it is desirable to see high education made as self-supporting as possible, the steps to this end should be cautious and well considered. Any considerable raising of fees must be accompanied by the establishment of scholarships on a sufficient scale to obviate any danger of closing the avenues of high education to youths of ability but with restricted private means.

His Excellency in Council also approves of recommendations 12 and 13—

12. That it be distinctly laid down that Native gentlemen of approved qualifications be eligible for the post of Inspector of Schools, and that they be employed in that capacity more commonly than has been the case hitherto.

13. That Inspectresses be employed, where necessary, for the general supervision of Government, aided, and other girls' schools desiring inspection.

Here it may be remarked generally that, in proportion as the Department withdraws from pushing its own institutions, its machinery for inspection will require strengthening. A grant-in-aid system postulates a thorough inspection of all institutions brought under it.

The other recommendations in this chapter (with the exception of 1) have the general approval of the Governor General in Council. His Excellency in Council attaches much importance to the work done by Text-book Committees. The whole question of text-books, as discussed in paragraphs 375—388 of the Report, is deserving of the special attention of Local Governments.

External Relations of the Department—Chapter VIII. of the Report.

30. With the principles embodied in the recommendations concerning the external relations of the Department (Chapter VIII) the Governor General in Council generally concurs.

The outcome of the proposals, so far as they concern advanced education, when read in connection with those set forth in preceding chapters, may be stated thus:—That for all kinds of such education private effort should in future be increasingly and mainly relied on, and that every form of private effort should be systematically encouraged in such ways as these:—(*a*) by clearly showing that whilst existing State institutions of the higher order should be maintained in complete efficiency, wherever they are necessary, the improvement and extension of institutions under private managers will be the principal care of the Department; (*b*) by leaving private managers free to develope their institutions in any way consistent with efficiency and the protection of neighbouring institutions from unfair competition; (*c*) by insisting on all institutions maintained from public funds and under official

management refraining from undue competition with corresponding aided schools by such means as charging lower fees; (*d*) by liberal rates of aid so long as aid is needed; (*e*) by co-operation in the gradual raising of fees, so that less and less aid may be required; and (*f*) by favouring the transfer to bodies of Native gentlemen of all advanced institutions maintained from public funds which can be so transferred without injury to education generally.

The Government of India does not advocate, nor does it understand the Commission to advocate, any hasty upsetting of existing arrangements; but it thinks the Local Governments may be required now finally and fully to accept these principles and to give effect to them as opportunity may offer; and in this conclusion it has the support of Her Majesty's Secretary of State.

31. The Governor General in Council approves of the following recommendations which involve principles calculated to give effect to the general policy of the Report:—

11. That in ordinary circumstances the further extension of secondary education in any district be left to the operation of the grant-in-aid system as soon as that district is provided with an efficient high school, Government or other, along with its necessary feeders.

12. That it be a general principle that the grant-in-aid should depend—

(*a*) on locality, *i.e.*, that larger proportionate grants be given to schools in backward districts;

(*b*) on the class of institutions, *i.e.*, that greater proportionate aid be given to those in which a large amount of self-support cannot be expected, *e.g.*, girls' schools and schools for lower castes and backward races.

13. That the following be adopted as general principles to regulate the amount of grants-in-aid except in cases in which recommendations for special aid have been made:—

(*a*) That no grant be given to an institution which has become self-supporting by means of fees, and which needs no further development to meet the wants of the locality.

(*b*) That the amount of State aid (exclusive of scholarships from public funds) do not exceed one-half of the entire expenditure on an institution.

(*c*) That as a general rule this maximum rate of aid be given to girls' schools, primary schools and normal schools.

30. That all Directors of Public Instruction aim at the gradual transfer to local Native management of Government schools of secondary instruction (including schools attached to first or secondary grade colleges), in every case in which the transfer can be effected without lowering the standard or diminishing the supply of education, and without endangering the permanence of institutions transferred.

32. It is satisfactory to find that the principles of this important chapter are generally accepted by the Local Governments. There may be slight difficulties, however, in adapting some of them to existing local arrangements—thus recommendation 1 (that teachers in Non-Government schools be allowed to obtain certificates by examination without normal training) is objected to in Madras, where there is a very complete system of normal training. But if the examination for certificates is properly conducted, the exceptions proposed in the rule might usefully be allowed. The matter is one for a conference to settle. Recommendation 2, regarding the mode of calculating grants to schools where the teachers, being employed by religious or charitable associations, draw no regular salary, is also objected to in Madras; but the Governor General in Council thinks it right that a reasonable salary should be assumed as the basis of calculation in such cases. His Excellency in Council has already explained why he agrees with the Commission that the payment-by-results system is not suited to colleges. A careful revision of the grant-in-aid rules, made in consultation with managers of aided schools, should be carried out where this has not already been done. The policy laid down in recommendation 10, that the improvement and extension of private institutions shall be in future the principal care of the Department, meets with general acceptance, and His Excellency in Council hopes that real effect may be given to it. It should be understood that board schools and municipal schools are not private institutions in the sense contemplated by the Commission. What is wanted is to draw forth genuine private enterprise, and to encourage the transfer of Government schools and board schools to the hands of trustees who will interest themselves in their maintenance, and thus set free the funds of the public for the extension of education in other directions. It is not fostering education by private enterprise to give a school that has no endowment or subscription—only its fee income—a grant sufficient to defray the balance of its expenses. Such a school is in fact a Government or board school. Hence the value of the principle that State aid should not exceed half the entire expenditure on an institution, those interested being thus compelled to raise funds to supplement the fee income.

33. The Government of India accepts the cautious and well-considered proposals of the Commission on the subject of the gradual withdrawal of Government from the charge of institutions of a high order, and especially from colleges. These recommendations are quite in accordance with the policy of Government as explained in paragraph 10 of the Resolution appointing the Commission. It was said—

In pursuance of this policy it is the desire of Government to offer every encouragement to Native gentlemen to come forward and aid, even more extensively than heretofore, in the establishment of schools upon the grant-in-aid system; and His Excellency in Council is the more anxious to see this brought about, because apart altogether from the consequent pecuniary relief to Government, it is chiefly in this way that the Native community will be able to secure that freedom and

variety of education which is an essential condition in any sound and complete educational system. It is not, in the opinion of the Governor General in Council, a healthy symptom that all the youth of the country should be cast, as it were, in the same Government educational mould. Rather is it desirable that each section of the people should be in a position to secure that description of education which is most consonant to its feelings and suited to its wants. The Government is ready therefore to do all that it can to foster such a spirit of independence and self-help. It is willing to hand over any of its own colleges or schools in suitable cases to bodies of Native gentlemen who will undertake to manage them satisfactorily as aided institutions; all that the Government will insist upon being that due provision is made for efficient management and extended usefulness. It will be for the Commission to consider in what mode effect can most fully be given to these views, and how the grant-in-aid system may best be shaped so to stimulate such independent effort, and make the largest use of the available Government funds.

It is left to the Local Governments to give effect to the recommendations on this subject gradually and as local circumstances permit. It is, as has been repeatedly declared, in no degree the wish of the Government of India to discourage high education in any way whatever. On the contrary it believes it to be one of its most important duties to spread and foster it. What it specially, however, desires is to secure assistance to the limited funds of the State by calling forth every available private agency in connection with every branch of public instruction. It is in connection with high education, and in view of the direct pecuniary advantages which it holds out to those who follow it, that the Government thinks it can most properly insist on the fullest development of the principle of self-help.

34. With reference to the modified conscience clause embodied in the proviso to recommendation 25, the Secretary of State has decided that, as no practical difficulty has arisen from the absence of such a condition in the scheme of education laid down in the Despatch of 1854, the proviso had better be dropped. The following recommendation (26) may also therefore be dispensed with.

Special Classes—Chapter IX. of the Report.

35. Chapter IX. deals with the subject of special classes—(1) Native Chiefs and Noblemen; (2) Mahammadans; (3) aboriginal races; (4) low castes; and (5) the poorer classes. As to the education of the sons of Chiefs and Nobles, the Government of India will only remark that institutions designed for them should be entirely self-supporting. The Governor General in Council has the subject of Mahammadan education at present under separate consideration; and will merely say here that, in view of the backward condition into which in some Provinces the members of that community have fallen, he thinks it desirable to give them in some respects exceptional assistance. The proposals bearing upon the education of aboriginal races are approved. His Excellency in Council attaches great importance to the provision of adequate educational facilities for children of low caste parents. In their recommendations bearing on this point in Chapter IX., the Commission re-affirm the principle that no boy be refused admission to any Government college or school merely on the ground of caste, and they recommend that it be applied with due caution to every institution, not reserved for special classes, which is wholly maintained at the cost of public funds, whether provincial, municipal, or local. They had already touched upon the subject in their recommendations under indigenous and primary education (Nos. 8, 9 and 14, Chapter III., and 25 and 26 of Chapter IV.) In the case of aided schools the Commission, as already explained, propose to stimulate the admission of low-caste pupils by requiring institutions wishing to exclude them to register themselves as "special schools", by favouring schools which do not so register, and by requiring the maintenance of a due proportion between special and other primary schools.

There are doubtless many parts of India, even at the present day, where much tact will have to be shown by the officers of Government in leading the managers of aided schools to throw their institutions open to low-caste children. It has been above explained that no compulsion is to be used, but it is hoped that by the exercise of that due caution on which the Commission rightly insist, and through the example set by Government and other schools supported by public funds, progress may be made in rendering the aided schools of the country available for all classes of the community. As regards the poorer classes generally, the Commission would make due provision for free studentships and special schools suited to their wants.

Female Education—Chapter X. of the Report.

36. The Governor General in Council has nothing to add to what the Commission say on the subject of female education (Chapter X.) All their proposals appear to be suitable and are generally approved by Local Governments.

Legislative—Chapter XI. of the Report.

37. In their Chapter XI. the Commission discuss the question of legislation. The Local Governments appear to be unanimous in deprecating any special educational legislation at the present time. Under all the Acts for settling the conditions of local self-government in municipalities and rural tracts, provision, more or less complete, has been made for education, and the wish is generally expressed that each province should be left to work on the lines laid down in the local laws, and that any further legislative action should be deferred until it be seen whether the results are satisfactory or the reverse.

38. The Governor General in Council is content for the present to accept in this matter the conclusions of the Local Governments, in reliance upon their hearty co-operation in the complete application of the principles now laid down by the Government of India with the approval of the Secretary of State. The local boards will therefore ordinarily form the school board for the area under their jurisdiction. It will probably be found desirable to appoint special educational committees of the boards, and some local enactments permit the association of outsiders on such committees with the members of the boards. The boards will also doubtless see it to be advisable to encourage the formation of school committees in connection with individual institutions or groups of institutions. The chief matter is that the Local Government shall see that the boards give full effect to the policy of Government, and that they work the grant-in-aid rules equitably and liberally, maintaining the essential principles of the Government system, and encouraging the development of private enterprise in education. Their relations to the Department, and the position of inspecting officers, must be determined by the Local Governments, having regard to the capacity and character of each board and the advanced or backward character of the tract for which it is appointed. The Governor General in Council has no desire to insist on universal uniformity. As regards control of funds, most of the local enactments do not provide for a separate school fund. This will make it the more necessary for the Local Government to see that a clear understanding is come to with each board as to the provision to be made for education and the due appropriation of the Government subsidy. The working of the boards should be fully noticed in the Annual Provincial Education Reports.

Financial—Chapter XVI. of the Report.

39. After all, the most important question in connection with the spread of education in India is that of the provision of funds. The Governor General in Council is glad to find from the reports of the Local Governments that they are alive to the necessities of the case and ready to do what they can to meet them. The *Bengal* Government estimates that 14 lakhs of rupees of additional charge are required to enable it to do all it desires for primary and aided education. It hopes that 1¼ lakhs of this burden will be taken up by the municipalities of the Province, and for the rest it proposes to increase its own allotments as its resources permit, hoping in nine years' time to work up to the maximum. Bengal is a province where private liberality has already come forward to some extent; and where the fees paid for education are substantial. But the Governor General in Council is not without hope that the era of private enterprise in education is only now beginning in Bengal, and he trusts the Local Government will do all it can to elicit and encourage a large development of such effort. The *Madras* Government pledges itself in future to contribute for education 5 per cent. of its Provincial income. The payments from local funds and town funds are also expected to grow, and altogether it is anticipated that 21 lakhs of rupees per annum will be forthcoming in the immediate future as against 14 lakhs estimated by the Commission for 1881-82. The *Bombay* Government also promises to increase its allotments as its funds permit. The *North-Western Provinces and Oudh* Government has not yet submitted any financial report. The *Punjab* Government is unable to increase its payments. In the *Central Provinces* 5 per cent. of the Provincial income is to be set apart for education. The cess contribution is rising; towns are expected to contribute more largely; and considerable donations from private liberality have been received for the establishment of colleges at Jubbulpore and Nagpore. In *Assam*, taking provinicial and local revenue together, about 5¼ per cent. is given to education. The allotments have steadily increased. In *Coorg* and *Hyderabad* all the funds necessary in the backward condition of the Provinces are forthcoming. The rate of advance must everywhere be determined by the means of all kinds at the disposal of the Local Governments. In Bombay, the Punjab, and some other Provinces private munificence has been very prominent, especially in connection with higher education. The Government of India feels sure that there will be no falling off in this respect. The Local Governments should also, as far as their means permit, supplement this increased local effort by contributions from provincial revenues. In urging on Local Governments a more liberal policy in regard to educational expenditure, the Government of India is aware that the policy is one the proposed development of which was not contemplated on the conclusion of the provincial contracts, under which education is purely a provincial charge. The Governor General in Council will, therefore, should necessity arise, and should a review of the financial situation of any Local Government show that it is unable to increase expenditure on education to the extent contemplated, be prepared to consider any claims that may reasonably be put forward for assistance from Imperial revenues, and to deal with them in as liberal a spirit as the condition of Imperial finances at the time will permit. The Government of India is, however, confident that the several Local Governments will not make applications of this nature, unless, on a review of their whole resources, it is found to be inevitable. In the event of assistance being required, the Government of India desires it, therefore, to be understood that this will be granted, not solely on the terms of the provinicial contract in respect of education, but with regard to the results of the contract as a whole, and to the present state and prospects of the finances of the Province concerned, as well as of the Imperial finances. In introducing the new schemes of local self-government, the Governor General in Council has always deprecated any attempts to impose additional financial burdens on the local boards. It is, however, hoped

that they will themselves, in view of their increased powers and responsibilities, be prepared hereafter to provide further funds for the extension of education, as circumstances may from time to time permit.

40. The Governor General in Council has already conveyed to the President and Members of the Commission the thanks and acknowledgments of the Government of India. The labours of the Special Committee who drafted the chapters of the report are particularly deserving of cordial recognition. His Excellency in Council has now much pleasure in making public the following extract from a despatch from the Secretary of State:—

I am glad to avail myself of this opportunity to express my entire satisfaction at the manner in which the Commission have discharged the duty entrusted to them. They have examined with great care and impartiality the past history and present condition of education in every province of British India (except Burma), and it is difficult to over-estimate the value of their labours. I request that your Lordship will convey my thanks to the President and Members of the Commission, official and unofficial, for the very important public service which they have rendered.

ORDER.—Ordered that the foregoing Resolution be communicated to the Department of Finance and Commerce, to the several Local Governments and Administrations, and to the President and Members of the Education Commission; and that it be published in the *Gazette of India*.

(True extract.)

A. MACKENZIE,

Secretary to the Government of India.

No. 323—B.

FROM

A. MACKENZIE, ESQ., C.S.,

Secretary to the Government of India,

To

THE SECRETARY TO THE GOVERNMENT OF BOMBAY,

General Department.

Home Department.
Education.

Simla, the 28th October 1884.

SIR,

I AM directed to acknowledge the receipt of your letter No. 983 of the 6th June last (with enclosures), and in reply to refer you to the Resolution of the Government of India in the Home Department of the 23rd instant, No. $\frac{10}{30}$, setting forth the orders of the Governor General in Council and Her Majesty's Secretary of State on the more important questions raised by the Report and recommendations of the Education Commission. His Excellency in Council trusts that full effect will be given in Bombay to these orders and instructions.

2. The Governor General in Council is glad to believe that the views of the Bombay Government are generally in accord with those of the Government of India upon the subject of primary education. There is nothing in the Report of the Commission or in the orders of this Government which need in any way injure the efficiency of the system of cess schools established in Bombay. The Local Government is fully alive to the necessity of redressing the present unequal distribution of funds between rural and urban schools of this class, and it is hoped that no time will be lost in effecting this. The practical difficulty attending the re-adjustment might possibly, I am to suggest, be lessened by a judicious increase of the fees in urban schools, and a frank recognition of the cheaper indigenous schools in towns. It is, as pointed out in the Resolution, most important that the Town Boards should now take up these indigenous schools and recognize their claim to aid from local funds. The Boards should, as much as possible, look upon themselves as trustees for the public, and not merely for the Educational Department. They will therefore, it is hoped, be allowed sufficient freedom of administration to secure their interest in the development of education within the area of their control, subject only to the check of the general rules laid down by Government.

3. In the matter of secondary education, the Governor General in Council agrees with the Commission that the Bombay secondary schools are very efficient, better filled than in other provinces, and well distributed. The great want is that they should be more numerous; and this can only be met by stimulating the development of private enterprise in education, and repressing any tendency on the side of the Department to compete with or crush out schools under private management. This is the reason why the Commission deprecated the proposal to admit aided schoolmasters to pensionary advantages. They desired to leave private enterprise free and untrammelled by departmental methods. They thought it, therefore, unadvisable to give the aided masters the status of public servants, believing that the substantial advantages accruing from a good secondary education were sufficient to secure its supply, if only State interference were properly limited and controlled.

4. The Government of India observes with satisfaction that His Excellency the Governor in Council expresses himself anxious to encourage inter-communication between the Department of Public Instruction and the managers of non-Governmental schools. It is hoped, therefore, that early steps will be taken to initiate and place upon a permanent and comprehensive basis the arrangements for Educational Conferences advocated by the Commission in paragraph 349 of their Report. The Governor General in Council is convinced that nothing but good can result from the free interchange of ideas between the departmental officers and the teachers of aided education. The proposals in paragraphs 353 and 354 of the Report are also deserving of frank acceptance.

5. In the matter of collegiate education, the Governor in Council will see that the Government of India is compelled to insist upon a change in the system of grants-in-aid. Private enterprise in this branch of instruction can never make a fair start under a system of payment by results. It is hoped, therefore, that this question may be one of the first taken up in Conference, and that the grant-in-aid rules may in this respect be assimilated, at a very early date, to those in force in Bengal. The Governor General in Council is also anxious that steps may be taken to make known the readiness of Government to hand over to bodies of Trustees, with a suitable grant, those institutions of high education which experience elsewhere has shown to be capable of successful management in this manner. In a province where private liberality has been so prominent, as is the case in Bombay, there seems to be nothing wanting but sufficient encouragement on the part of Government to secure as much assistance of this description as may at any time be required.

I have the honour to be,

Sir,

Your most obedient Servant,

A. MACKENZIE,

Secretary to the Government of India.

No. 2408.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 8th December 1884.

Read—

Resolution of the Government of India, Home Department, No. 10—309, dated 23rd October 1884.

Letter from the Government of India, Home Department, No. 323-B., dated 28th October 1884.

RESOLUTION.—The views and instructions of Her Majesty's Secretary of State and of the Viceroy in Council on the report of the Indian Education Commission having been communicated in the Resolution of the Government of India, Home Department, No. 10—309 of October 23rd, 1884, His Excellency in Council will now direct attention to those matters in which he desires that action shall be taken by the Educational Department in this Presidency to give more full and complete effect to the principles approved by the Government.

2. With regard to the provision of money, the Government of India has desired that the local governments shall make further grants for education from their own resources as far as these suffice, and has stated that only when the Provincial revenues are inadequate to meet increased expenditure on education to the extent contemplated, the Government of India will admit a claim for assistance from Imperial funds. His Excellency in Council is fully prepared to assign to education a liberal share of that margin of Provincial income which is left to be allotted at the discretion of Government between Public Instruction and

Public Works after provision has been made for the permanent services and other standing heads of expenditure. In anticipation of the report of the Education Commission a large increase has recently been made to the Provincial Grant to education under the heads of grants-in-aid, inspection, colleges, training schools, and especially of primary education; and special grants on an unprecedented scale have been given in aid of school buildings. To what extent the Provincial Grant can be further increased must depend on the growth of the Provincial revenue. But accepting the principles laid down by the Government of India, His Excellency in Council is prepared to receive from the Director of Public Instruction proposals for additional expenditure in those branches of the educational system whereon further outlay by the Government is indicated as desirable in the Resolution of the Government of India now under review. If the proposals of the Director are approved by His Excellency in Council, funds for giving effect to them will be provided from Provincial resources as far as this can be done. If the Provincial revenues cannot supply the whole cost, a claim for assistance will then be made on the Government of India.

3. With regard to indigenous and primary schools, His Excellency in Council observes that the agency of development has been provided in the Local Boards, muncipal and rural, as reconstituted under Acts I. and II. of 1884; and the means of development in the recent* readjustment of the District Educational Local Funds, and the large addition to the Provincial grant-in-aid of these and of Municipal school funds. The effect of these measures is exemplified in the arrangement just completed with the Municipality of Poona, whereby the primary schools have been made over to the charge of a Municipal school board with a Provincial Grant of one-third of present cost, the remaining two-thirds being supplied from local resources. This contract will hold good for five years, but any additional schools established by the Municipality during that period will be admitted to State support under the grant-in-aid rules, if Provincial funds suffice. Similar terms are in course of settlement with all Municipalities, and the indigenous schools have been recognized as proper objects for the supervision and fostering care of the local school boards. The organization required is therefore already complete. Much detail may be left to be settled in future between the boards and the Department, and it is only necessary to quote for guidance the following sentences from the Resolution of the Government of India:—

* Government Resolution, Educational Department, No. 1204, dated 15th July 1884.

> "The chief matter is that the local Government shall see that the boards give full "effect to the policy of Government, and that they work the grant-in-aid rules liberally, "and equitably, maintaining the essential principles of the Government system and encour- "aging the development of private enterprize in education. Their relations to the depart- "ment, and the position of inspecting officers, must be determined by the local Govern- "ments, having regard to the capacity and character of each board and the advanced or "backward character of the tract for which it is appointed."

4. The normal schools or training colleges for teachers in primary schools His Excellency in Council believes to be adequate. But he will be prepared to consider proposals for any expansions which the progress of primary education may necessitate.

5. With regard to the revision of standards both for primary schools and others, His Excellency in Council commends the remarks of the Commission to the attention of the Director of Public Instruction. The standards are always open to revision, and His Excellency in Council has no reason to doubt that sound suggestions from whatever quarter offered, are carefully considered. In connection with this subject the attention of the Director is called to paragraph 22 of the Resolution of the Government of India.

6. The suggestions as to scholarships made by the Commission and approved by the Government of India necessitate a review of this subject in this Presidency. His Excellency in Council is prepared to consider a scheme for scholarships to be awarded after public competition and tenable at any approved institution for general or special instruction. It is of course to be expected that such a scheme will impose extra cost on Provincial funds.

7. With regard to collegiate education His Excellency in Council has already taken action for the further development of the Arts College in Gujarát by offering to the community of Ahmedabad terms which he believes to be liberal on the principles stated by the Commission, and to which he trusts that the local community and the people of the province will be able to respond.

8. The Government of India approves of the establishment of Educational Conferences. His Excellency in Council can entertain no doubt of the benefit resulting from the interchange of ideas and information on educational matters between all those, whether Government officers or others, who are interested therein, and deems it especially desirable that the managers of aided and unaided schools should have frequent opportunities of discussion with the officers of the Government Department. His Excellency in Council will be glad if the Director of Public Instruction will give his attention to this subject, which is important in connection with the efficient working and further development of the grant-in-aid system. The Director of Public Instruction should inform Government of the action he proposes to take under this head, and also favour His Excellency in Council with his remarks on paragraph 5 of the letter of the Government of India, No. 323-B. of October 28th.

9. His Excellency in Council believes that the means of secondary education in Bombay are in accordance with the views of the Commission, that is, that there is and has for sometime past been a Government High School with its necessary feeders in each district. Further extension therefore lies in the direction of the encouragement of private enterprize.

His Excellency in Council shares the desire of the Government of India to call forth every available private agency, and will gladly offer the usual aid and encouragement to any "private adventure" schools, which are so conducted as to offer even moderate educational facilities where they are wanted. It should be an object to promote the establishment of private schools in localities where they are most required, and the offer of State aid should be regulated on this principle, as it is by no means desirable that two institutions deriving support from the public revenues should be competing for the same scholars, while in other localities which afford less temptation to private enterprize, the means of education are insufficient.

10. With the full discussion of education in all its branches now on record, His Excellency in Council thinks it unnecessary to review every minor detail of the recommendations made by the Commission and approved by higher authority. The Director of Public Instruction will take these as his guide in selecting the objects on which he will submit proposals for additional expenditure of public money.

J. B. RICHEY,

Acting Chief Secretary to Government.

To

The Director of Public Instruction (with 30 copies of the Resolution and 15 copies of the letter of the Government of India),
The Accountant General,
The Financial Department,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Commissioner in Sind,
All Collectors.

List of Additional Grants from Provincial Revenues to Education recently sanctioned by the Government of Bombay.

Objects for which additional grants are made.	Recurring expenditure per annum.	Special grants.	Remarks.
	Rs.	Rs.	
Increases to the Staff, &c., of Deputy and Assistant Deputy Educational Inspectors.	15,912*	...	*Of this Rs. 7,200 sanctioned provisionally if funds are available from 1st April 1885.
Special grants for do.	...	420	
Increases to the Staff of Government Colleges including two additional Professors for the Elphinstone and the Deccan College.	19,836	...	
Law Class at the Deccan College	1,670	...	
Spectroscopic Apparatus for the Elphinstone College.	...	5,000	
Additional accommodation for the students of the Deccan College.	...	33,983	
Annual grant for the purchase of minor articles such as new drugs or small surgical instruments for the Grant Medical College.	1,000	...	
Grant to the Gujárat College	10,000	...	
Building grant to the Free Church College...	...	75,000	
Veterinary College and Hospital at Bombay.	15,750	16,000†	†Initial expenditure for buildings, furniture, &c.
Veterinary Class attached to the Poona College of Science.	3,240	7,000‡	‡Do. do.
Grants for Training Colleges, male and female.	7,466§	...	§Of this Rs. 1,200 sanctioned provisionally if funds are available from 1st April 1885.
Special grants for do.	...	764	
Minor increases to High and Anglo-Vernacular Schools.	12,672	...	
Special grants for do.	...	2,035	
Increase of grants-in-aid by result ...	70,001‖	...	‖ The expenditure on this account was in 1881-82 Rs. 69,999 and the budget allotment for this year is Rs. 1,22,000, which it is further proposed to increase to Rs. 1,50,000, if practicable.
Grant for the education of European and Eurasian children.	26,600	...	
Grant for Primary Education	1,12,000	...	
Grants made or promised to school-buildings.	...	2,39,841¶	¶Includes the available balance of Rs. 29,181 of the special grant of 1½ lakhs sanctioned in 1882.
Total Rs. ...	2,96,147	3,80,043	

No. 836 of 1885-86.

From

W. Lee-WARNER, Esq., M.A., C.S.,
Acting Director of Public Instruction;

To

The CHIEF SECRETARY to GOVERNMENT,
Educational Department.

Poona, Office of the Director of Public Instruction, 9th May 1885.

Sir,

I have the honour to reply to Government memorandum No. 2111, dated the 8th of December 1884. In the correspondence forwarded with that memorandum I learn that "His Excellency in Council is prepared to receive from the Director of Public Instruction proposals for additional expenditure in those branches of the educational system, whereon further outlay by the Government of India is indicated as desirable in the Resolution of the Government of India under review." The Government of Bombay then observe that the agency of development in regard to primary and indigenous schools has been provided. It is believed that the normal schools are sufficient, but "His Excellency in Council will be prepared to consider proposals for any expansions which the progress of primary education may necessitate." The necessity of watching the action of local boards is referred to. I shall endeavour in Section (A) of this letter to deal with this subject of Normal Schools and the administration of the Boards, adding a few remarks regarding the revision of school books.

Division of the subject.

The next subject to be dealt with, under Section (B), will be Secondary Education, regarding which Government declare that "further extension lies in the direction of the encouragement of private enterprise," but the policy of Government is declared that "it is by no means desirable that two institutions deriving support from the public revenues should be competing for the same scholars, while in other localities the means of education are insufficient." It is also stated that Government desire that steps be taken to make known the readiness of Government to transfer to bodies of trustees their higher institutions on certain conditions. In this part of this subject I propose to offer remarks—

(1) on the limits of Government support to the high schools under the Department;
(2) on the grants-in-aid rules as applicable to high schools;
(3) on scholarships;
(4) on the prospects of a transference of schools to private management.

The subject of Collegiate Education will be dealt with under Section C; and it is in relation to this part of the inquiry that the Government of India in their letter No. 323-B, dated the 28th of October 1884, have given directions on which my report is specially called for. "The Government of India is compelled to insist upon a change in the system of grants-in-aid as applied to colleges." The changes which seem to me to be desired in the direction indicated by the Government of India will be submitted below, but I would here remark that when the lines of Government policy in education were first drawn, private enterprise had hardly occupied itself with higher secondary or with collegiate education, and any response now made to its increasing demands involves no imputation on the wisdom of those who fifteen years ago laid the foundations of the Bombay system of secondary education. That system has in many respects proved itself the most economical and the most fruitful of good results of any system in India, and the founders of it doubtless anticipated that modifications would be demanded by the progress which their measures have evoked. In advocating an alteration of the grant-in-aid system, some changes in the connected structure of our scheme of scholarships and free-studentships will be considered.

The Government of India and the Government of Bombay call attention to the advantages of conferences, and this matter will be dealt with in Section D with special reference to that part of the Government Resolution No. 2108, in which the Director is instructed to inform Government what steps he proposes to take in the matter of establishing educational conferences.

Finally I am directed to take the recommendations of the Commission as my guide in selecting the principal objects on which proposals for additional expenditure are made, while the Government of Bombay declare their intentions in regard to the financial provision required for giving effect to them if they are approved. I shall therefore conclude by asking Government to pledge itself, even if under present financial considerations it cannot fulfil the pledge, to give primary education the grant-in-aid to which it is entitled, and without which the most pressing wants of the rural districts cannot be met. The extension of primary education was pre-eminently the goal of the Commission's recommendations, and how far progress can be made in that direction will form the subject of Section E.

TRAINING COLLEGES.

Duties of Boards, and School Books.

Section A.

Training Colleges.

2. Reserving for the last section the question of a large increase of funds for the expansion of primary education, I have first to submit for the favourable consideration of Government the urgent need which exists for strengthening the three Government training colleges at Ahmedabad, Poona, and Dhárwár. The Commission described the subject of training as a "most important" one, condemned the negligence of Bengal in the matter, and they further recommended that the local requirements of all primary schools whether Government or aided should be provided for in *each Inspector's Division* (Sections 179—181 of Report). The three colleges for male teachers in the Northern, Central, and Southern Divisions cost to Provincial Services Rs. 8,948*, Rs. 10,680*, and Rs. 8,941* respectively. The cost of the Hyderabad Normal School for Sind is Rs. 3,932*. These four colleges at Ahmedabad, Poona, Dhárwár, and Hyderabad do duty for the five divisions of the Presidency, and, even before the recent increase was promised, or relief was afforded to local funds, they were inadequate for our wants. There is one aided normal school in the North-East Division, which under proper encouragement might in time serve as the training college for that division, but from all these several sources of supply we cannot expect, under present conditions, to be in a position to meet the demands that will presently arise. In fact the commencement of the year which has just closed found the Department with 3,644 masters of district board schools in the Presidency Divisions, of whom 60 per cent. were untrained men. Alike therefore from the paramount importance of this department of a well equipped primary system, and from the actual inadequacy of the present supply, I would earnestly press on Government the additions now recommended. I would only add that the supply of Mahammadan teachers is specially inadequate, and that for this provision has now been made; and I would further assure Government that proposals for augmenting the salaries and staff of the colleges have long received the favourable attention of Mr. Chatfield, who merely deferred their submission to Government pending final orders on the Commission's report. Briefly it may be observed here that my detailed statements in Appendix A. contemplate for the Ahmedabad College an increase in the Principal's salary of Rs. 60 to raise it to an equality with the pay of the Principals in the two other colleges; the creation of a new post of Vice-Principal on Rs. 100 (the Poona Vice-Principal already receiving Rs. 120); an addition to the salary of the Sanskrit teacher, who in this college also teaches Science. In the Poona College, the additions include the creation of a new Assistantship on Rs. 60, and an increase of Rs. 10 to the boarding house kárkún who has now to provide for a larger number of Mahammadan students. The rent of the boarding house is at present Rs. 360, but in order to provide for the Mahammadans a permanent increase of Rs. 60† a year is also asked for. The Dhárwár College is altogether too weak, but the additions proposed will still leave its establishment more economical than that of the Ahmedabad College. The present numbers at each of the colleges are 161 at Poona, 118 at Ahmedabad, and 113 at Dhárwár. With the additions proposed by me it is expected that the numbers at each of the last places will rise to 150. The additions are shown in the appendices marked A. and B. to this letter, and require no further notice. Excluding the additional provision for rent at Poona, the increase amounts altogether to Rs. 332 a month, of which the Poona College claims Rs. 80, the Ahmedabad Rs. 185, and the Dhárwár College Rs. 67. The subject of Scholarships must be deferred until it is seen what the local boards will do; and the Hyderabad College is in so unsatisfactory a state that I will defer the consideration of any increase there until I have had an opportunity of visiting it.

Practising Schools.

3. Before leaving this subject of Training Colleges, it will not be out of place to notice the practising schools which have been established in connection with them. These schools are almost the only exception to the rule under which the administration of primary education has been transferred to local boards whether rural or municipal. The schools are intended to be models of primary schools, and the excellence of the Poona Practising School is attested by its popularity, while the high rate of fees maintained in it almost makes the institution self-supporting. At the same time, it was considered important to maintain the connection of the practising school with the training college, by placing it under the authority of the Principal of the college. This authority is for other reasons desirable as illustrating for the benefit of the board schools the application of principles maintained by Government, but too often overlooked by the local boards. The Ahmedabad Practising School will require some addition to its staff, but this may be deferred until the budget of next year is considered. The Dhárwár College Practising School was closed in 1884, but measures will be taken to revive it and if necessary separate proposals regarding it will be submitted in due course.

Duties of School Boards.

4. In the Resolution of Government, No. 2108, dated 8th of December 1884, to which the present letter is a reply, the duty imposed upon the Department of seeing that the boards give full effect to the policy

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* Including charges for Practising Schools. † Appendix B.

of Government, that they work the grant-in-aid system liberally, and maintain the essential principles of the Government system, is laid down in paragraph 3. The example of the practising schools will help the board to realise what those principles are, provided that they are maintained in every respect as models of the complete Government system. I think it necessary, whilst a great experiment is being made in liberating the primary system from direct departmental control, to lay clearly before Government the paramount necessity of keeping a watchful eye on the action of some boards. It is on the one hand most important that a right of supervision should not become an excuse for constant interference in the management of the boards. To use their powers wisely will not be possible if the free exercise of their powers is denied to local bodies. Administrative capacity is not made but grows, and in the growth a few errors will tend to make for experience and progress. This truth must not be forgotten, but the boards will require to be saved from their friends and there are popular fallacies such as a desire to keep fees low, to give scholarships and free-studentships with lavish hand, and to discard the trained teacher in favour of a local resident with interest, as well as popular prejudices against low castes or against changes of system, which it will be the duty of the Inspectors to resist. At present opposition to low castes, and endeavours to increase the number of free students and to reduce fees have already begun to be shown, and I trust that Government will support the Department cordially in maintaining the principles of the equal school rights of all cess-payers, of making education as much as possible self-supporting, and, above all things, of not using public funds to enter into unfair competition with aided institutions. If the boards understand that the established principles of Government are to be upheld, I anticipate no difficulty; but at the outset it is essential that the responsibilities and duties of the Department in the matter of friendly supervision should be understood. I have therefore ventured to call attention to this matter.

Relations of Boards to private effort.

5. There appears to be some misapprehension as to the relations of the boards towards private enterprise, and it is well to explain the position. In the municipal towns which take over the primary schools on the terms offered in Government Resolution No. 1204, July 15th, 1884, the "indigenous schools" will still be supported by a grant from the Provincial Budget. In the districts which have exhausted their local fund balances, and which expend the whole of their resources on primary education, indigenous schools will be aided in the same way. It is only in districts where the local boards have funds available that the burden of aiding the indigenous schools is at present thrown upon them. The practice as described indicates a flaw in the present arrangements. For instance, a municipal board ought not merely to maintain its present school accommodation, but to increase it. But if it finds that Provincial Services will do the work for it, the stimulus to its own efforts is lost. Again the duality of administration affecting the two parts of the primary system, indigenous and board schools, within the same school area, is objectionable. I should personally therefore have wished to terminate it at once, and to have placed all indigenous schools under the boards from the commencement, as paragraph 38 of the Government of India's Resolution No. $\frac{10}{366}$, dated October 23rd, 1884, contemplated. But it might be premature in the absence of further contributions from Government to force upon the boards a responsibility which they do not desire for themselves, and which private primary schools are at present unwilling to see them undertake. Many of the municipalities have refused to manage even their board schools pleading their want of experience. Others foresee an increasing charge on the town fund, and fear the expense. On the other hand, the aided and indigenous schools are afraid that they will receive inadequate aid or unfriendly control. They regard board administration as an experiment, and wish to see how it works. These sentiments deserve consideration, and the transfer of the aided schools to the boards had better wait until both parties desire to see a connection established, and until Government are able to establish a separate extension fund which I shall propose in paragraphs 23 and 24 of this letter.

Revision of School Books and of the School Course.

6. There remains only the question of a revision of school books to be dealt with in this section. A special series for girls' schools is I think a real want, and as female humanity is much the same in all the divisions of the Presidency, whilst the cost of a separate series for each is prohibitive, I think that at least a commencement should be made with the preparation of a series for all the female schools in the Presidency. Already leading native gentlemen, both in the Native States and in the Presidency, have offered their help in the matter, and I am inviting all who are interested to contribute such lessons as they are disposed to write and to send them to the Inspector of each division. When sufficient material has been collected, the Inspector will form a local committee to select such contributions as are suitable. These will then be referred to a central committee at Poona, and a series prepared. In the task ladies engaged in Janana work as well as the Lady Superintendents of the training colleges for women will be invited to assist.

As regards the series for boys' schools it is well known to Government that Mr. Hope's series for Gujarát have obtained an Indian celebrity. The stereotype plates however are reported to be worn out, and as fresh expense must be incurred it may be

desirable to take the opportunity to make such slight additions as experience suggests. The Maráthi and Kánarese series require more complete revision, and there are other matters in regard to school hours of work and the arrangement of studies which require fuller consideration. The directions in which reform is needed appear to me to be the following; the modification of the Ujalni tables and reduction of the fractional arithmetic; the distribution of the school course over seven instead of six standards; greater attention to object lessons, and the course of natural development of a young mind; a reduction of the hours of study, now 33 hours a week for the smaller children; the addition of the Modi character at a later stage of the school course; a large reduction of the poetry taught; a free recognition of good school books although not in the departmental series; the elimination of Euclid from our primary schools; the formal addition of drawing and gymnastics to the school course; and a rigid revision of the poetry in the Maráthi series, to which reasonable objections have been raised on moral grounds. But when I have indicated the directions in which reform must be considered, I can only add that the practical steps to effect it have yet to be carefully considered at a conference which I have arranged to hold in the approaching monsoon; and meanwhile I content myself with assuring Government that the importance of the matter has not been overlooked by this office.

Secondary Education.

Section B.

Extension of Government High Schools.

7. The policy of the Government of India in regard to secondary education is declared to be in accordance with the views of the Commission; and the Resolution of the Government of Bombay whilst reciting the belief of His Excellency in Council that the means of secondary education correspond with the views of the Commission points out that every district has a Government high school and that further extension lies in the direction of encouraging private enterprise. The course which the Department is henceforth to pursue is thus indicated with clearness, but I would venture to observe that it is not precisely the case that a Government high school with its feeders exists in every district. The four districts of Kolába, the Panch Maháls, Bijápur, and Jacobabad are still unprovided with a Government high school, but the loss in the first-named district is supplied by the aided school of the Free Church Institution. It is in regard to the rest of the districts which have long since been provided with a high school that it is necessary that the declaration of policy now enunciated by Government should be steadily applied, and it will strengthen the hands of the Director if the tendencies which press him in a contrary direction are appreciated. The annual reports of the several high schools have lately come under my notice, and I find in all of them an anxiety on the part of the head masters to increase their numbers and their establishment. The best arguments are adduced for an application to Government for more funds. The private schools are weak or perhaps these are not competent to teach the full high course. The fee receipts have increased in the last 3 years so as to more than cover the additional outlay proposed. High schools elsewhere are larger. Even the warning expressed by Government in paragraph 9 of Government Resolution No. 2108, dated 8th of December 1884, relative to the undesirability of two institutions competing for scholars in the same locality and deriving support from Government are applied, and I think misapplied, to favour the expansion of the existing high school. I would therefore ask Government whether I have not correctly understood their orders when I deduce from them the expediency of limiting the growth of new Government schools as well as the attendance at the existing high schools. Where the numbers should end is a matter which cannot be settled by a hard and fast line. But when the head master of a high school in the Southern Division writes that the rival school in his town has only 120 students and that he expects next term to add 50 more to his own numbers, which will require not only additions to his staff but additions to his accommodation, I think I have correctly understood the views of Government when I reply that the numbers of his school must not be increased beyond his present accommodation, that the increasing popularity of his school should be used to raise the fees, and the standard rather than the numbers of his recruits, and that the growth of the rival school is a result which Government desires to see. There is hardly a high school in the Presidency which is not asking for additional expenditure of some sort, and in some cases the extra cost would be wholly recouped by the additional fees. But I think that the main object of Government should be to maintain their high schools as models and not as the sole institutions in the districts supplying higher education. Nothing that I have written on the subject of checking the increase of the Government high schools must be understood to indicate a desire to stop an advance in the direction of technical education. The great merit of the Bombay system of Government high schools lies partly in the agricultural, drawing, and other special classes which have been added to them. Anything which broadens our system, or adapts it to practical needs should be encouraged. What I deprecate is an unlimited outturn of the ordinary class of student whose education had better be left to the private enterprise school as soon as the classes of the present high schools maintained by the Department are filled. I would add that I wish also to see a Government high school opened in course of time in the districts which are at present without one.

Policy of the Education Commission.

8. It will not be out of place here to explain the criticism offered by the Education Commission which Mr. Chatfield in paragraph 7 of his letter No. 6863, dated the 12th of January 1884, declared his inability to understand. The Commission found the Bombay high schools the most economical, the most efficient, and the best distributed institutions of the class in India. Yet they found that the number of schools was small as compared with the scholars. Their criticism referred to schools whether aided or departmental. In other parts of India, where private enterprise has been more fostered at the outset, there are high secondary schools not merely at the head-quarters of each district but at all the large cities. They are weak schools as compared with our excellent Government high schools, but they meet local wants and save many a student the cost of residence so far away from home. The final goal of the Bengal system is to bring up its standard to the Bombay system. It has begun by several weak institutions distributed over many cities. On the other hand the final goal of the Bombay system is to give life and example to a number of aided institutions. In Bombay we have begun with the central Government institution, and our task is to cease adding pile on pile to its construction, and to encourage the wider distribution over the districts of the means of higher education in aided schools. The very excellence of our models and of our system as far as it goes may be our danger in carrying out the policy indicated by the Commission. There is I think no ambiguity or contradiction in the Commission's report, if these facts are clearly understood. They are not generally understood and therefore I ask Government to signify its approval of the aim which I think should steadily be kept in view. I would not surrender at present a single high school, but I would take care that it did not overshadow private enterprise like an Upas tree. I would discourage increase of accommodation or of staff, wherever there is a high school to compete with the departmental institution. As soon as an aided high school had fairly grown up, which could hold its own against the departmental high school, I would then take steps to hand over our own high school to private management. I should feel that the work of the Department had in that place reached its highest ambition. Government must not in their reviews of the annual report complain if the attendance in our high schools does not increase, provided that we can show that it has increased elsewhere, and that efficiency has developed in the aided schools. In view of the misapprehensions of the Commission's policy which have been published, I hope that Government will not think this explanation out of place.

Adequate aid to Private Secondary Schools.

9. Next in importance to a severe scrutiny of proposals for increasing the numbers and teaching power of our high schools must come the rendering of adequate aid to private enterprise. The Commission were inclined to doubt whether a system of grants-in-aid by results was suitable for high schools which cannot spring into full life and expect the fruits of success in a single year. The managers of the high schools generally are complaining of the withdrawal under financial pressure of the Matriculation grants which were paid up to 1876, and which were then lopt off in the presence of a severe famine and after the managers of aided schools had been invited to pass a self-denying ordinance. It may be admitted that there is much truth in the complaints made regarding the perpetuation of a loss which was at the time regarded as only temporary. But some excuse for the delay which has occurred in restoring a grant, which was only temporarily withdrawn to meet an urgency long since passed, has been found in a discussion which has been raised as to the propriety of the system under which a large grant is made on account of a single examination. This controversy has not yet terminated, and unavoidable circumstances have hitherto prevented the meeting of a conference to discuss the subject of revising the grant-in-aid rules. Meanwhile it is only necessary to state that if the managers of private schools are tolerably unanimous in recommending a revision of the grant-in-aid rules for higher secondary education, proposals will in due course be submitted to Government. No general increase in the rate of aid offered to secondary schools in Bombay is required, but it is desirable that more institutions should receive aid. I have heard it argued that it cannot be desirable to increase the number of native students in higher secondary education. It is complained that they become disappointed and discontented, and therefore the increase of secondary schools should be discouraged. I do not believe that that stage of education has yet been reached; and, if it had been, I should argue that Government might withdraw from higher education and leave native society to manage its own secondary schools as wiser and better educated European countries do. In short, I anticipate that if the policy of encouraging private enterprise is to be followed as recommended by Government, it will be necessary to make a more liberal provision in the provincial assignment for grants-in aid. I find that our present grant-in-aid is altogether inadequate, and I would ask Government to allot an addition to it of Rs. 10,000, in order to enable me to offer aid to secondary institutions, which with a little encouragement will soon be able to supply the out-lying towns of our districts with the education that at present can only be obtained at the head-quarters station of the zilla.

Financial pressure must be divided.

10. I would venture to invite the attention of Government to one complaint made by the aided colleges and schools of the Presidency, which in my opinion deserves an expression of the authoritative opinion of Government. If aided institutions are regarded as an integral portion of the Government scheme of education as they ought to be, then the pressure of famine, war or other financial disturbance should be evenly distributed over the whole area

of educational agencies. The sudden reduction of aid not merely affects the school at the time, but frequently cripples its future existence and perhaps ruins private enterprise altogether in that department of its educational activity. Should financial considerations hereafter render any reduction necessary, the Government schools should be reduced as far as possible, and certainly no increases should be sanctioned until the losses to aided schools have been restored. If then Government will declare in favour of moderation in increasing the size and equipment of Government high schools, in favour of increasing aid to private enterprise, and in favour of distributing any reductions of ways and means as evenly as possible over the Government and aided schools, I believe that practical effect will be given to the views expressed in their Resolution No. 2108 of December 8th, 1884.

Scholarships.

11. There remains the subject of scholarships. It was recommended by the Commission, under secondary education, that the system of scholarships be so arranged that they form connecting links between the different grades of institutions. I do not think that the Bengal system which works almost exclusively on the indigenous schools, and therefore cannot guarantee free-studentships in them affords any indication of the best system of scholarships for Bombay. The provision of scholarships for the upper primary schools is I think unnecessary. But when the secondary stage is reached the need begins. The practical difficulties however of examining the great mass of primary scholars are very great, and I have seen the system at work in one province of India without feeling any desire to extend it to Bombay. Moreover the aided institutions will be quite content if high school and college scholarships are thrown open to them, and I think it will be well to commence with reform at this stage. In addition to this the local boards will require to be consulted as to their wishes in the matter of scholarships from the primary schools, and that will involve great delay. I observe that objection has been taken by Mr. Chatfield to spending local funds on scholarships in high schools, and he declined some scholarships for Mahammadans in the Nadiad High School on the ground that local funds were wanted for primary education. But I do not think that the argument is sound, as we want to enable the sons of cess-payers to prosecute their studies in the secondary schools, and this seems to me legitimate expenditure of school funds supplied by the cess. For the reasons given above I think that it will suffice at present to deal with scholarships tenable in high schools and in colleges. The Government colleges and high schools have so long had a monopoly of the scholarship fund that they will raise an outcry against any attempt to make the public funds allotted to them public property. But I am strongly of opinion that the attempt should be made. At present the total provincial expenditure on scholarships and prizes is Rs. 33,120 a year, which is thus distributed :—

	Rs.
For Colleges	18,096
„ High Schools	8,232
„ 1st Grade Anglo-Vernacular Schools	1,152
„ Training Colleges	4,776
„ College of Science (apprentice class and work-shop students ...	864
	33,120

But owing to the complication caused by the acceptance of trust funds which have been absorbed by Government in return for acceptance of an obligation to attach certain scholarships to fixed colleges or schools the whole of the first two items is not available. I would ask Government to make a scholarship grant of Rs. 10,000 beginning from the year 1886-87, and I estimate that it would be possible to set free from the present provision without any breach of trust an equal amount. The fund of Rs. 20,000 thus provided would then be divided according to districts, and the successful candidates would be at liberty to prosecute their studies in any institution they might please to select. For the college scholarships the Matriculation Examination would supply a test, and candidates from all the high schools whether private unaided, aided, or Government would be eligible to compete. For the high school scholarships it would be necessary to institute a special examination which could be conducted by the head masters of the Government high school and one aided high school under the direction of the Inspector. No extra cost need be involved in this proposal, and the throwing open of the Government scholarships to the public would remove an objection to the present system which is I think reasonably entertained by the aided schools. It may be argued that the distribution of Rs. 20,000 over the whole Presidency would be a drop in the ocean, and that in the end the Government colleges and high schools would probably retain what they have and gain an addition from the increment. But this criticism would not touch the point. What we want to aim at is the maintenance and the practical illustration of the principle that aided institutions are the care of the Department as much as Government institutions, and that both classes of schools have a right to share in the educational fund. A larger notice of the progress of aided schools in the annual report and a systematic recognition of their rights as public schools under the fostering care of the public department is the object to be aimed at, and in proportion as private enterprise is appreciated and taken into partnership by the State will its credit and usefulness develope. Anything therefore which aided institutions can claim in the matter of participation in the scholarship and other public funds should be conceded.

Transfer of Schools.

12. I have recommended measures for restricting the unfettered growth of Government institutions, and for ensuring more liberal aid to private enterprise. These measures must make for a policy of ultimate withdrawal, and vindicate me from any suspicion of hostility to the scheme of gradually transferring high schools to native management. But I feel it my duty to express a decided opinion against hasty action in that direction. There are 3 great dangers which may attend the withdrawal of Government from higher education in this province of our Indian empire. First, the withdrawal of Government may be the withdrawal of neutral control. Already in one large municipality the transfer of primary schools has led to bitter disputes between the Mahammadans and the Hindus. Secondly, the withdrawal of Government may give the death blow to that comprehensive development of our higher secondary system which earn for the Bombay high schools the strong praise of the Education Commission. In our agricultural course, in our drawing classes, and even in the gymnastic exercises no schools in India are so complete as the Bombay district high schools. Private enterprise will not for a long time have the knowledge or the organization capable of developing new branches of education. Thirdly, there are in Bombay political forces of a power and activity unknown to other parts of India. Their solidarity is capable of shaping the educational system so as to subserve political aims. I was much impressed by the contrast between the evidence given before the Commission in Poona, and that which was given elsewhere. Nowhere but in Poona was the political power of education dwelt on by the native witnesses. These then are some of the dangers of withdrawal, but they are partly counterbalanced by advantages which I recognise. I have only to express the conviction that withdrawal should not be in favour of one class of the community, but in favour of native society as a whole. This aim can only be realised by a gradual preparation, and here I submit that much has already been done in the past twelve months. In regard to collegiate education Government have helped into existence the present Gujarát College. It is true that the scaffolding of Government professors must be thrown down before the college can claim to be a monument of native aided enterprise, but the building has been commenced on plans and estimates which aim at that final result. The distant province of Sind has stronger claims on a provincial college, and I am in correspondence with the local authorities in view of commencing a further development of a college under local management in that important province. I trust that Government will liberally recognise the pre-eminent claims of Sind on their liberality. In Poona again a native college has been started, for the support of which I advocate a new set of grant-in-aid rules in paragraph 17 of this letter. Thus, a most promising commencement is being made in the direction of emancipating collegiate education from exclusively departmental administration. In higher secondary education I am convinced that a revision of our grant-in-aid rules is called for, and the provision of a larger provincial assignment of grants-in-aid is required. When this has been provided, we can commence the consideration of the difficult problem of withdrawal. Meanwhile as aided schools grow abreast of the growth of our own high schools, we can look forward to the possibility of resigning our trust into the hands of truly representative committees. In primary education the withdrawal is accomplished, and the practising schools attached to the training colleges are the only remnant of strictly departmental schools. Thus along the whole line of educational activity steps are being taken to facilitate a withdrawal of Government, and I have only to express the conviction that no present action is required in the transfer of high schools and their feeders to local committees. The measures already taken must be tried by experience, and when the various committees already entrusted with parts of the educational system have shown their capacity to administer schools in the interests of all classes of the community, I shall be ready to advocate a further renunciation by the Department of the few colleges and schools which are still retained in its charge.

Collegiate Education.

Section C.

Grant-in-aid Rules.

13. The Government of India letter No. 323-B, dated the 28th of October 1884, contained this direction: "In the matter of collegiate education the Governor in Council will see that the Government of India is compelled to insist upon a change in the system of grants-in-aid. Private enterprise in this branch of instruction can never make a fair start under a system of payment by results." It was hoped that early steps would be taken to assimilate the practice in Bombay to that which obtains in Bengal. In reply the Government of Bombay informed the Government of India that the Director had been instructed to submit remarks and proposals on this matter. In compliance with these instructions I beg to submit first, my remarks on the present Bombay system; secondly, a few remarks on the Bengal system which has been recommended by the Government of India, and on a mixed system; and, lastly, my proposals for a fixed system [based] on the results of a conference held by me on April 16th with the representatives of St. Xavier's College, the Free Church Institution, and the Fergusson College at Poona.

Arguments for and against a Results System.

14. The Bombay system has from the first been a system of aiding colleges by the results of their success in the University examinations. Under the rules republished on March 27th, 1884, every successful candidate in the Previous Examination, or in the B.A. or B. Science Examination or in the 2nd B. A. or B. Science Examination earns for his

college a grant of Rs. 100, provided that certain conditions are fulfilled. To this system, which has been called by its critics a system of "grants-in-reward" rather than of "grants-in-aid", objections have been raised, of which the following are some of the most important :—

(1). The system checks enterprise in taking up collegiate education, because no results can be expected for the first few years, and in fact only moderate success in the University examination for many years. When the college most needs assistance in its infancy, it obtains nothing or very little.

(2). Fluctuations in the grant, which cannot be foreseen, embarrass the college finances, which depend on the uncertain element of success in a University examination. The system is unstable.

(3). Unfair rivalry between neighbouring colleges is created as the aid of Government depends on the acquisition of the best students.

(4). No Government college could flourish on such a system, and if the assistance of aided colleges is desired, no greater burthen should be imposed on them than the State college could bear.

(5). Success in the examination room is not the only measure of efficiency or of good work rendered to society, yet it is made the sole measure of Government aid. Moreover these partial results which the University examination professes to test can often be appraised, as well or better, by other tests.

(6). If it be urged that colleges, not stimulated by the value which success secures in deciding their grant, would degenerate, it must be remarked that want of success in the University examinations would bring its own penalties beside a reduction of the grant, *e. g.*, loss of popularity with consequent loss of fees, as well as ultimate loss of even the fixed grant. The stimulus supplied by the system is not required.

(7). Grants by results punish the staff for accidents of material, and they lower the tone of the college by setting up success in the examination as the sole aim of education or the sole test of knowledge. The development of special tests or the pursuit of particular subjects is discouraged.

(8). A mixed system in which colleges are rewarded partly by results is open to a part of all these objections with the additional objection that it introduces complications.

The advocates of the Bombay system of grants by results plead for it—

(1). That it stimulates industry.

(2). That it involves no waste to the State, but proportions aid to the secular results of the work done, which alone concern the State.

(3). That it is easily applied, and supplies a good test of efficiency which draws no invidious distinctions and justifies no curious inquiries or interference.

Condemnation passed by the Commission.

15. Paragraph 465 of the Education Commission report summarised the arguments for and against the result system, and the Commission expressed the opinion that they could not conceive of colleges springing up under the system. I may therefore point out that Bombay with its conspicuous enterprise had only 2 aided Arts Colleges on March 31st, 1882, while Madras and Bengal under different systems had 11 and 5 such colleges respectively. Since the issue of the report of the Commission the Madras Presidency has added some half dozen more to its colleges, while Bombay has only added one which has not yet received any grant-in-aid by results. I would therefore submit to Government my opinion that the Bombay system, as far as colleges are concerned, whether judged by the experience of other provinces, or by its results in evoking private effort, or by the weight of argument, requires that fundamental alteration which the Education Commission recommended and the Government of India advocate.

Bengal system unsuitable.

16. Whether the Bengal system should take its place is however another matter. Under the Bengal system, which is described in Section 467 of the report, a fixed grant not exceeding one-third of the income guaranteed from private sources is settled for a term of years, and its amount is fixed by the Department on a consideration of the strength of the teaching staff and establishment, the accommodation, the efficiency and resources of the college, and its situation. The merits of simplicity, elasticity, stability, and of avoidance of friction between the college managers and the Department are claimed for this system. But I may at once state that it met with adverse criticism at the recent Bombay conference. The opposition to it arose from two opposite poles. The Society of Jesus employs in the St. Xavier's College, which is the strongest institution in the Presidency, teachers who devote their lives and valuable talents to the work of education, but they are unwilling and unable to place any money value upon

the services which they render without remuneration. A native society at Poona, which is generally called the Patriotic Society, entertains a similar objection to the Bengal system. This society which has yet to prove its own stability has lately started the Fergusson College and attracted by an appeal to patriotism the very best outturn from our high schools, which the educated ranks of Brâhmin and other Hindu society in Poona can afford. It believes that it will distance all rivals in the examination room and has no fear of the result system, but it argues that the salaries paid to its teachers afford no index to their value, and that any calculation of "the income guaranteed from private sources" will leave out of count the patriotism which induces its teaching staff to work at reduced rates of salary. The college wishes to be largely independent of any European element in its lecture room, and to impress upon its students the patriotic sentiments of its independent founders. The experiment, which is interesting from other points of view than the educational aspect, has no parallel in any other city of India, and as the college is already able to claim a grant, its representatives advocate a mixed system, in which a proportion of the grant would be settled by results, and the other proportion be fixed. It was suggested by Professor Tilak at the conference that 30 per cent. of the grant paid in any year should be awarded by results, but how it was possible to give part of the aid in a fixed grant, and the other part in a fluctuating grant according to a table of results rewards, and yet ensure that the latter bore the same invariable ratio to the whole combined grant that 30 bears to 100, was not explained by the advocates of this novel system. The system moreover appeared to be complicated and open to all the objections of the results system. Under these circumstances the suggestion of a mixed grant fell to the ground, and for the reasons already given the Bengal system found no favour either with the patriotic native school of Poona or with the Jesuit Fathers. There were other objections which threatened the Bengal system. All parties in Bombay were disinclined to leave to the Director the large unfettered discretion which is exercised in Bengal. If then the Bengal system were applied it would be necessary to lay down distinct rules to guide the Department in appraising the value of a European Professor, and here the representatives of the Poona College would not admit that any superior value attached to the European Professor as against his pupil, the Native Professor of the present day. For all these reasons Government will understand why no support was given to the proposal to apply the Bengal system to Bombay.

New system of Grants-in-aid proposed.

17. A fixed system was however hammered out in discussion, which met with the unqualified approval of the representatives of St. Xavier's College, and the Free Church Institute, and with the conditional approval of the Fergusson College's delegate. The principle of their scheme appears to me not only sound but moderate, and I have accepted it in preparing the revised rules which I now submit to Government in Appendix C. It will be observed that the conference recommended a fixed grant of Rs. 2,500 to a college for each year of the full course which it taught. Thus a college teaching the full B. A. course of three years would get Rs. 7,500. It is however obvious that this grant may be either too large or too small. Supposing that a college has only 20 students it would be an excessive grant to give it Rs. 375 a head. If again, like that most admirable aided college the Madras Christian College, it contained 438 students of whom 51 passed in the first examination in Arts, and 58 passed for the B. A., then a grant of Rs. 7,500 to an institution which spent over Rs. 45,000 on its college would be inadequate. As a matter of fact the Madras College received a grant of Rs. 12,376 last year. I may add that the largest grant yet given to a Bombay college under our present system was the grant to St. Xavier's College of Rs. 4,400 earned last year. In order to guard a check against an unduly large grant, I have introduced a rule which would regulate the grant by the attendance, so that Government would not pay more than Rs. 100 per head in a college teaching the full course. It would not have been unreasonable to have taken the suggestion of the Commission, and to have recommended that the grant should be a moiety of what it would cost State funds to educate the same number of students in the college of the same class and in the same locality. But I have adopted a more economical principle, and I propose to compare its results with other systems as well as with the scheme suggested by the Commission. I take the case of the St. Xavier's College. This college earned last year under the results system Rs. 4,400. I propose to give it under the Bombay fixed grant system Rs. 7,500. Under the Bengal system it would be entitled to one-third of its private resources, and this, if we arbitrarily assume that every European Professor costs only Rs. 400 a month, would be a third of Rs. 27,000, or Rs. 9,000. I now compare with this the aid which would be earned under the application of the standard of aid proposed by the Commission. The average number of pupils on the rolls of St. Xavier's was 82 last year, while in the Elphinstone College there were 235 who cost the State Rs. 42,786, or about Rs. 182 a piece over and above their fees, endowment funds and other receipts. One-half of the rate at which the State could educate the 82 students of St. Xavier's College in its own institution after deducting fees, endowments, and pension charges, would be Rs. $82 \times 1\frac{8}{9}2$ =7,462. Thus with an attendance of 82 my proposals in the case of the Bombay aided college amount very much to the letter of the calculation suggested by the Commission. But the Elphinstone College, with its endowed fund furnishing 25 per cent. of its gross expenditure and with its large college attendance, really furnishes no fair basis for the calculation of cost. At Poona the cost to Government of each student is Rs. 323, and if I were to propose to Government to aid the Poona aided institution, the Fergusson College,

at half that rate, the grant-in-aid would be more than I think is necessary. Probably a fair all round rate in the Presidency would be the estimate of the cost of a college student to Government at Rs. 250, the half of which on this calculation would be Rs. 125 a head in the shape of aid to an aided college. But the rule which I submit, and which was accepted at the conference, would fix a maximum grant of Rs. 100 for each student in a college teaching up to the first or the second B. A. standard. Thus the St. Xavier's College could never fall below 75 in its average attendance without losing part of the full fixed grant of Rs. 7,500. The proposals I submit are therefore moderate whether compared to the test proposed by the Commission, or to the full Bengal rates. It is true that they show an excess on the present result grant rates, but I would remind the Government that the Commission found those rates quite inadequate. For while colleges in Bengal received 15 per cent. of their cost, in Madras 24 per cent., and in the North-West Provinces 36 per cent., the Bombay colleges obtained only 13 per cent. An increase of our rates is thus urgently called for, and I trust that I have convinced Government that the scheme now submitted is moderate. I would however add that in my opinion it is necessary to make an annual grant on account of library and scientific apparatus. Government make large annual grants to their own colleges on this account, and I think that they should undertake to provide one-third of the expenditure incurred on these items in aided colleges, provided that the total grant does not exceed Rs. 500 a year. The financial arrangements which these proposals will involve may be estimated at Rs. 24,000 which will of course increase when new colleges are opened. At present colleges are aided from the provision for the results grant which will thus gain Rs. 5,000, as shown in paragraph 25 of this letter. But the provision of Rs. 5,000 would have been inadequate even for the two Bombay aided colleges; and their grants in the present year added to those of the Fergusson College would probably amount to Rs. 9,000, so that the real immediate increase asked for does not exceed Rs. 15,000.

Free-studentships.

18. In order that the competition between the State and aided colleges may be fair, it will be necessary for Government to declare their policy in regard to free-studentships. I fear that the admission of free students to the Government colleges cannot be altogether abolished, but it ought to be enlarged in one direction and restricted in another. It was lately brought to my notice that under the rules of the law classes poor students were admitted free from Government colleges only. But as the classes are open to students from aided colleges, there is no reason why the invidious distinction should be maintained. The free-studentships available should be enjoyed by the poorest students irrespective of the college in which they are studying. The privilege of exemption should not be a monopoly of the Government college, thus attracting to it one class of students who are often the most promising material. On the other hand, the free-studentships in the Government colleges should be restricted as much as possible. Such sizarships, to borrow a term from Cambridge, are in effect scholarships tenable only in the Government college, and as the State loses the fees it would be better to make use of the funds thus lost for the purpose of providing public scholarships. For the present however it would be sufficient merely to declare a policy of gradual reduction of these free-studentships. There is also one alteration in the present system which might be made at once. There are a few Government scholarships like the Sind scholarships which the holders may enjoy in any recognised college. To these scholarships it has been proposed to attach also a partial or entire exemption from fees in the Government college. The effect of such a course is to attach to the Government institution scholarships professedly open to all, because the Government college adds to the scholarship the privilege of reduced or remitted fees. This practice should be stopped as soon as the present race of scholars has left college, and if Government are pleased to express concurrence in the views I have represented the tendency, which I have already checked, will be guarded against any revival in the future

Scholarships.

19. These remarks will have prepared the way for a radical change in the present system of scholarships which I now have to advocate. The conference, lately assembled to discuss the grant-in-aid system, laid great stress on this point and recommended "that Government be asked to recognise the propriety of making all scholarships paid for from public funds, or which under the terms of the founder's bequest are not appropriated to particular colleges, tenable in any recognised college." In regard to public scholarships for colleges I see no difficulty in awarding them by the result of the University examination. The plan which I would sketch is that all the scholarships now held in the Government Arts Colleges and which amount to Rs. 10,980, so far as Government is not pledged to assign them to certain colleges, should from a fixed date be thrown into a common stock. I have asked Government in paragraph 11 to add to this stock an annual grant of Rs. 10,000 for high school as well as college scholarships. The fund thus created should then be distributed over all colleges and high schools whether Government or aided, especial regard being given to the claims of the Mahammadan community. I anticipate no difficulty in working out details as soon as Government approve of the principle of forming a common scholarship fund, and of giving me an additional grant from Provincial Services as proposed. The candidates for Matriculation for each division, who obtain the largest number of marks, would be the successful holders, and they might enjoy their scholarships at any recognised college which they chose to adopt as their *alma mater*.

Endowed Scholarships.

20. In regard to the endowed scholarships a careful scrutiny will be necessary before detailed proposals can be submitted, and I would merely ask Government to approve of such an inquiry being instituted.

Independently of the claims of aided colleges to share in the advantages of these public benefactions, the progress made in the departmental institutions already calls for some modification of the present system. The case of Virupax S., Kalolgi is I think very instructive. The facts are these: Two Hubli scholarships, value Rs. 80 a year, were founded in 1878 from the proceeds of public subscription. One of the terms laid down by the donors was that the successful candidate should attend any Government college either in Poona or in Bombay. In 1884 the successful candidate wished to attend the Rájárám College at Kolhápur, and after some correspondence with a few of the representatives of the original subscribers the application was admitted. Thus the letter of the original trust terms was departed from, and the principle applied in this case is one which, if it is sound as regards Government colleges excluded from the founder's will, would equally be sound in regard to aided colleges, like the Fergusson Native College at Poona. The fountains of native liberality would be dried up by any tampering with founders' wills, and I would advocate nothing of this sort. I merely ask Government to declare in favour of a more liberal system of scholarships, and then to authorise the Director to take stock of all trust funds devoted to scholarships and to report how far they can be thrown open to all colleges without any violence to the founder's will, or the wishes of the subscribers. This is the request made by the managers of the Poona Native Institution, and I think it is sound. I would only add that in dealing with the scholarship fund consisting of (i) the Government scholarships thrown open to general competition, (ii) the additional grant for which I have asked, (iii) the pickings available from endowments where such endowments are not closed by the founder's will, a committee representing private enterprise as well as the Department should be formed. A committee thus constituted would be in a position to appeal for public support, and it would re-assure benefactors as well as those interested in the work of education. The committee should make an annual report to the Director of the manner in which the fund was administered.

Before I close this section I venture to refer to a matter which sooner or later will demand the attention of the legislature. I have reason to believe that large sums of money bequeathed for educational purposes, but not held in trust by public officers, are misapplied. It would be a public benefit if Government were able to investigate this complaint and direct public attention to the misapplication of funds so urgently needed for educational purposes. The interference of this Department should be sought by the public and not be volunteered. But in a matter of this sort information is the first necessity, and I should be glad if I were authorized to make inquiries and submit to Government a separate report on this important matter.

Conferences.

Section D.

Educational Conferences.

21. It follows from the remarks which have already been made on the subject of appreciating private enterprise as an educational agency that some steps should be taken to give it a consultative voice in the direction of departmental effort. Government have recognised this, and desired me to submit a report on the action which I propose to take for securing "an interchange of ideas and information on educational matters." At the outset, I would submit that no fixed rules will by themselves secure the object aimed at. Consultative boards have been compared to screens, and it is not desirable that the responsibility of the Director or of the Inspectors should be sheltered under a pretence of conferences. No one can have been in charge of this office for even a month without learning the irreconcilable character of many differences of opinion on educational matters. Religious differences, caste inequalities, and social prejudices are accentuated when educational topics are under discussion. The Mussalmán community is not yet unanimous in thinking that an English education is desirable; the local boards are doubtful of the advantages of adequate fees: and school committees are unwilling to accept the theory of the equal rights of all classes of the community. For these reasons, sympathy and judgment, and not rule or precept, will best secure the success of conferences for the present. Still, some steps must be taken to bring public opinion to a focus, and to enable differences to adjust themselves by a compromise. I have accordingly directed the Inspectors to hold a local conference in the monsoon, and have indicated the subjects which might be set before them. At these conferences representatives of aided schools will be invited to attend. The local conferences will draw up a report and frame resolutions, which in the month of July will be brought to Poona by the 4 Inspectors. After a preliminary meeting we shall then decide whether a conference of educationalists drawn from Bombay, Poona, and the immediate neighbourhood cannot be held at Poona during the presence of the Inspectors at that centre. Upon the success of this scheme will depend whether any definite proposals for annual conferences can be submitted to Government. I would however request that I may be permitted to print a few circulars and to have a few memoranda printed at the Government Central Press, and to expend a sum not exceeding Rs. 100 on the supply of stationery and other incidental expenditure.

The Extension of Primary Education.

Section E.

Increase of Funds required.

22. It was clearly stated in paragraph 38 of your letter No. 983, dated the 6th of June 1884, to the Government of India, that the Government of Bombay could not carry the development of primary educa-

tion further without the aid of the Government of India. The Government of India have in reply accepted a liability for assistance when provincial revenues have been exhausted; and I am now called upon for a report as to the objects on which a further assignment of Provincial Funds is urgently required. In answering this question I need not go over the ground traversed by Mr. Chatfield in his comprehensive report No. 5589, dated the 20th of December 1883. That report is useful as showing the immense work which has to be accomplished, and as indicating the goal to which our efforts must tend. But the magnitude of the task, assigned by him however reasonably to the Department, is somewhat discouraging when compared with the modest undertaking which financial considerations must impose upon Government. I propose, therefore, to limit my recommendations to that which seems both feasible and immediately required. But even here I would beg to assure Government in reference to the remark* quoted in the margin, that the demand for a very much larger increase of ways and means than I dare apply for is both pressing and effective. I will take a single instance, the case of the district of Khándesh. In November last the President of the Local Fund Committee addressed Mr. Chatfield on the utterly inadequate provision of funds made for his district, and forwarded a formal resolution of the District Local Board asking for a grant equal to half the local assets. It was further resolved "that the Board is in a position to utilise the whole of such grant immediately, and on the other hand will have to postpone much emergent expenditure, and to curtail current charges if the full grant is not given." I should explain that the balance of the district fund on April 1st, 1885, was reduced to Rs. 16,245, that the provincial grant is only Rs. 17,580, while school fees and the cess receipts are together Rs. 83,040. When the Director intimated that the provincial grant could not be increased at present, the school budget was revised, and I beg to call special attention to the result. In the first place the whole balance of the fund, invested and otherwise, was estimated as expenditure, so that at the end of this year the district committee will have to close a large number of schools unless they receive an additional grant. Then Rs. 3,000, entered for additional schools where the cess-payers had long asked for them, were struck out: the whole grant for aiding indigenous schools was eliminated, viz., Rs. 850: and Rs. 9,030, entered for school buildings to meet popular contributions long since paid by the rayats, were left out. When the year closes, there will no longer be any balance in hand to help current expenditure, and practically the district fund which has done so much to help itself, will be bankrupt. Nor can much assistance be expected from funds liberated by the transfer of primary schools to the municipalities. Excluding Dhulia there are 19 municipalities and if they are restricted to the Government grant of one-third of the "present" expenditure Rs. 12,419 would be liberated, but the municipalities would then have to provide additional funds, which in two cases amount to 62 and 39 per cent. respectively of their total income, and in very many cases exceed 20 per cent. It is thus clear that the district boards must help the municipalities, and the claim made by the Khándesh Board for an additional provincial grant of Rs. 26,160 for the present year is one which from every point of view should be conceded. For, their present grant is only 20 per cent. of local assets and they are able to spend the increase immediately, the figures which I have given leave out of sight the urgent demand which exists for increasing the pay of the masters which is utterly inadequate, and for providing suitable school-houses. The account given of the present school-houses is sufficient to frame an indictment against the Department, and the boards, were it not truly the case that the boards have made the very best use they could of inadequate resources. The state of affairs in Khándesh is not peculiar. Other districts are equally near bankruptcy and equally able to spend advantageously a large increase of funds. Dhárwár for instance has asked for an increase of more than Rs. 50,000. But the account which I have given is sufficient to justify my having drawn the attention of Government to the facts with special reference to their remark in paragraph 11 of Government Resolution No. 1204, dated July 15th, 1884, that the whole grant of Rs. 2,82,000 could not be utilised at once.

*Paragraph 11 of Government Resolution No. 1204, dated the 15th July 1884:—"It is not practicable however to promise specifically the whole of the additional grant, Rs. 2,82,000. Nor again could the whole be utilised at once."

Survey of Municipal Educational Area.

23. In considering what measures are both practicable and necessary for extending primary education it is advisable to survey the field of education as it lies within municipal limits, and secondly as lying outside those limits. I begin with the former. The municipal area comprises four classes of schools, which have to be considered. First there are the existing schools transferred on what I may call the contract system. For these Government have provided the contract grant of Rs. 1,12,000. But this allows for no development of municipal enterprise. The grant is fixed for 5 years, and during that period some increase may be anticipated in the existing schools. But the municipal boards will, it may be hoped, open fresh schools. For these, which form the second class, a grant-in-aid will be required. I do not however anticipate much immediate demand for increase under this head. *Ex hypothesi* no grant will be claimable until the municipality puts down Rs. 200 to Rs. 100 demanded from Government. I estimate the cost of a single school at Rs. 300. For a year or two no increasing demand on this head need be expected. On the other hand the municipalities may easily open new schools on the result system, and for them the ordinary grants will be justly claimable, so long as the contract fund is supplemented by twice the expenditure from local sources. Then there is a third class forming the existing "indigenous"

schools. At present these are being aided direct from provincial funds, although I think the preferable plan would be to make the municipality an assignment for their aid. I cannot yet estimate the precise amount which will be required in the current year on this account. But a rough estimate can be formed to which I shall presently refer. Lastly there is the fourth class of schools, namely the "indigenous" schools that will either spring into existence or which exist already but are not registered. When, therefore, Government contemplate the contract grant of Rs. 1,12,000 as fulfilling their present obligations to town schools I have to point out 1st, that it allows no margin for new municipal schools; 2nd, that it provides no aid for registered "indigenous" schools; 3rd, that it leaves no fund for the addition of "indigenous" schools to our registry or the increase of new indigenous schools. Mr. Chatfield made a calculation of the amount which Government would have to provide were they to accept the obligation of giving one-third of the cost of maintaining one school for every thousand of the municipal population. His estimate of the Government liability was Rs. 1,82,200 which he estimated would be drawn in four years, and he proposed an increase at once of Rs. 50,000 rising in that period to the full sum anticipated. Without questioning the propriety of working up to this goal, which represents an ideal complement of school accommodation based on moderate estimates of future requirements, I think it will be sufficient to calculate our immediate wants with reference to the contract grant already offered to the municipalities. That grant was fixed at Rs. 1,12,000. This represents the Government share of the cost of the schools which in the year 1882-83 it was found practicable to maintain. For an extension of these schools and the provision of aid to the indigenous system I would ask Government to grant 25 per cent. of the sum named, or Rs. 28,000, which should be rateably distributed over the municipalities. I would ask for no increase until the 5 years of the contract system had expired. Thus while Mr. Chatfield asked for an immediate increase of Rs. 50,000 rising to Rs. 1,82,200 I have only asked for 28,000 for a period of 5 years to meet the results grant for new municipal schools and the indigenous schools within municipal limits. Even this moderate sum will enable me to introduce a change into the present system which seems to be desirable. It would enable me to assign its share of the grant to any municipality so that the municipal board might be the medium of aiding the "indigenous" schools as it ought to be the medium for their administration. It is disadvantageous to introduce a dual system. If the indigenous schools are aided by the Department while the municipal schools are provided by the boards there may be a risk of our aiding an unnecessary rival to the municipal school, while perhaps another quarter of the town has neither aided nor municipal school. It would be necessary to maintain a strict watch over the action of the boards especially in regard to schools for the depressed classes. But as soon as a board showed itself competent to take charge of the aided schools, I would give it the aid to distribute. I have already observed that there are some municipalities which will be unable to accept the contract grant, as they cannot find the balance required from the municipal fund. It might be argued that such boards being unable to maintain their own schools could not think of the luxury of adding to them. But I would still give them the additional 25 per cent., in order that they might aid the indigenous schools, and obtain that improvement in the terms offered to them without which they cannot accept the contract grant.

To sum up, I propose that a contract sum be given me to form the results grant for each municipality, or to meet extensions of the municipal schools. Every rupee of this grant will either mean two rupees additional expenditure on the municipal schools or certain educational results. The municipality can claim the grant on either system for its new schools. In the case however of the very poor small municipalities I should occasionally use the grant to improve the terms of transfer already offered. Here however Government might impose the check that the new fund, which is essentially an extension fund, shall not be applied to existing schools transferred to municipalities without their special sanction.

Survey of Rural Educational Area.

24. The field of primary education outside the municipalities presents the same fourfold variety of schools. But here it is unnecessary to think of extensions or of indigenous schools until the first step taken by Government in regard to the municipalities has been taken in regard to the district boards. The principle that local funds are private resources, which have a claim upon general revenues for a grant-in-aid, was formally admitted by the Government of India in their Resolution No. 63 of February 11th, 1871, was re-affirmed by the Education Commission in Section 215 of their report, but has yet to be applied in practice. I have not therefore got to defend the principle, nor yet need I show that its application must be delayed because the fund cannot be utilised at present. On the contrary in Khándesh, Dhárwár and elsewhere large additions to the present grant could be fully employed on one task only, namely, the maintenance and improvement of the existing cess schools, leaving their extension and the aid or extension of indigenous schools untouched. The only limit I need recognise is that imposed by financial considerations. In column 11 of Statement C. printed at Appendix LXX of the annual report for last year Mr. Chatfield showed the charge on the local fund budget of non-municipal schools. The total was Rs. 9,46,743 and it included the provincial grant. The cost for the present year is larger, but I have not thought it worth while to delay this report by calling for precise figures, more especially because, while the transfer of primary schools to the municipalities is still incomplete, the figures for the five divisions do not represent the same charges

for each division, or the charges which will remain when the operation of transfer is completed. Moreover, in dealing with figures of this magnitude an approximate estimate is sufficient. It is sufficient to say that the present cost of the existing rural schools is about 9¼ lakhs, and one-third of the total charge which Government might fairly be called on to meet would not be less than Rs. 3,25,000. The arrangements now being made for the transfer of schools contemplate that the contract grant of Rs. 1,12,000 is separately available for municipal schools. This leaves provincial assignments aggregating Rs. 2,71,963* available for rural primary schools throughout the Presidency. All then that I would at present ask Government to do would be to increase the provincial lump grant, available on the supposition that the municipal schools are transferred to the contract grant list, from Rs. 2,71,963 to Rs. 3,25,000 by an additional grant of Rs. 53,000 which I could immediately utilise. In fact two districts alone, Khándesh and Dhárwár, could at once absorb the whole grant, but I am unwilling to ask Government for more than there seems to be any immediate prospect of my obtaining.

* Including Rs. 1,500 granted to the Ratnágiri Industrial School.

Results Grant Provision.

25. There then remain the "indigenous" schools as well as additions to the cess schools, for which no extra provision is made. To meet this, we have only the inadequate results grant. Government Resolution, Financial Department, No. 4056, dated 17th December 1884, provisionally fixed the results grant at Rs 1,35,000. This sum includes grants to colleges, as well as other charges shown in paragraph 10 of the last annual report. If the proposals which I have made in paragraph 9 are accepted, an addition of Rs. 10,000 for secondary schools will be required. At the same time if the colleges are taken out of the list of institutions aided by results we shall have a saving of about Rs. 5,000 provided on that account, in the results grants. For the extension of schools in the municipal area I have asked for Rs. 28,000 in paragraph 23 and for the support of indigenous schools, or for the aid of additional rural schools by results, I would ask for a similar amount. The result would be as follows :—

	Rs.
Present grant for results	1,35,000
Deduct college grants	5,000
Balance ...	1,30,000
Addition for secondary schools	10,000
Extension fund in the municipal area...	28,000
Do. in the district school area	28,000
Total ...	1,96,000

If Government are unwilling to incur at once this large additional expense, then I can only point out that teh present results grant is insufficient to aid the colleges and schools already on the list, and I must ask at least that the colleges be removed from the results grants section of the budget and provided for by a fixed grant of Rs.. 24,000, while the results grant is raised from Rs. 1,35,000 to Rs. 1,50,000. This will enable me merely to meet the ordinary expansion of demands on the present system, without any attempt to promote a large incorporation of indigenous schools or the extension of primary education in town and district. But since the redemption of pledges already given, and the increasing popular demand for primary education require that additional funds should be provided, I trust that Government will take into their favourable consideration the very moderate provision for which I have ventured to ask.

Building Grant.

26. Mr. Chatfield recommended an annual assignment for building grants of Rs. 2,00,000, being an addition of Rs. 1,45,000 to the present grant. I gather from his report that one lakh of this sum was expected to be expended on rural school board buildings, but as I do not contemplate that Government will be in a position to meet their liability of a third of the maintenance charges of rural primary schools, I see no advantage in asking them to accept this further liability. Mr. Chatfield showed that the provincial grants doled out to the boards for the school buildings in 1882-83 were only 21,356, and the reports before me bear testimony to the most urgent need for repairing or constructing village school-houses. The smallest annual grant which should rigidly be set aside for buildings in the rural board school areas should be Rs. 25,000. For aid to municipal school-houses I think Rs. 15,000 should suffice, not because the need for proper buildings in the towns is less, but because municipal revenues are at present staggering under their new fiscal obligations, and will be unable to provide the funds for their share of the cost more rapidly than my estimate anticipates. But apart from these municipal and local cess school claims, lies the increasing demand of genuine private enterprise, unsupported by statutory taxation. The benevolent societies, and the managers of aided schools literally besiege this office with demands under the rules with which I cannot comply. The claimants can point to the printed rules and have their contributions ready for payment into the treasury. So great is the demand on the small funds of Rs. 55,000 allotted to me, that the whole of it is generally assigned for the following year in the first few weeks of the new year. I have no doubt that a grant of 2 lakhs could easily be expended on board schools, municipal schools, and the school buildings of societies and other private bodies. At the same time, I think that the proportion of aid given to private bodies

for building grants in Bombay might fairly be less than a moiety. , In other parts of India grants like that recently promised to the Wilson College are unknown, and therefore when the maximum grant of one lakh now asked for came to be insufficient to meet the demands, I would sooner see the proportion of Government aid reduced than the total grant increased. For these reasons I would ask Government to increase the building grant to Rs. 1,00,000, and then definitely announce that this grant is final and will not be exceeded. At present the grant is quite insufficient, and the result is that Government from time to time provide large special grants, or else pledge the ordinary grant to meet demands which it takes several years to meet. I may add that the rules appear to me exceedingly complicated, and the delay involved in the present system of executing agreements frequently involves correspondence lasting literally for years. I intend to address Government separately on this subject; but if Government are pleased now to increase the grant to Rs. 1,00,000 and to limit their liabilities to that sum, the occasion may be taken to incorporate that decision in the rules and to revise them in other respects.

Recapitulation.

26. To sum up. The recommendations which I have to submit for the favourable consideration are the following:—

(i). Increased establishment for the training colleges involving with the additional provision of rent for Poona at Rs. 60 a year, an annual additional expenditure of Rs. 4,044 (paragraph 2 of this letter).

(ii). Increased results grant-in-aid provision for secondary schools of Rs. 10,000 (paragraph 9).

(iii). A scholarship grant of Rs. 10,000 (advocated in paragraph 11).

(iv). Provision of fixed grants to 3 colleges estimated at Rs. 24,000 (in paragraph 17).

(v). Possibly a small expenditure in connection with a conference of educationalists at Poona (paragraph 21).

(vi). An extension fund for primary education in the municipal school areas (paragraph 23) amounting to Rs. 28,000 as an addition to the results grant provision.

(vii). A provision of grant-in-aid to rural board schools of Rs. 28,000 as an addition (paragraph 25) to the results grant.

(viii) An increase to the lump grants to the local boards of Rs. 53,000 (paragraph 24).

(ix). Addition to the building grant of Rs. 45,000 (paragraph 26).

It is for Government to decide how far the obligation to provide additional ways and means devolves on the Government of India, but I would point out that the Supreme Government has left unredeemed the assurance contained in its Circular orders of February 11th, 1871, and that in the correspondence now before me its liability to come to the aid of the local Government, when Provincial Services have done their duty, is clearly admitted. Finally, I beg to call attention to the matters of policy on which I have ventured to ask for the authoritative opinion of Government, namely:—

(i) the expediency of restricting the growth of the Government high schools (paragraph 7);

(ii) the claims of aided institutions to bear no more than their share of financial pressure (paragraph 10);

(iii) the gradual reduction of free-studentships* in colleges and high schools (paragraph 18);

(iv) the policy of loosening the close connection between scholarships and the Government institutions, and making them tenable in any recognized college or high school (paragraph 19);

(v) and the institution of a scrutiny into public trusts with a view to rendering trust funds available for education in all public schools, whether departmental or aided, wherever this can be done without violation of the founder's will (paragraph 20).

* NOTE.—I find in the early records of the Department a strong expression of the impolicy of free-studentships: the increase in their number indicates a lapse from the policy laid down in 1854.

I have the honour to be,

Sir,

Your most obedient Servant,

W. LEE-WARNER,

Acting Director of Public Instruction.

Statement showing the present and proposed Charges of the Training Colleges at Poona, Ahmedabad and Dhárwár for Boys.

Office or Designation.	Poona Training College.		Ahmedabad Training College.		Dhárwár Training College.		Remarks.
	Present. Per mensem.	Proposed. Per mensem.	Present. Per mensem.	Proposed. Per mensem.	Present. Per mensem.	Proposed. Per mensem.	
	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs.	Rs.	
Principal	300	300	240 0 0	300 0 0	300*	300	*From March 1st, 1885.
Vice-Principal	120	120	.....	100 0 0	100	100	
Sanskrit Teacher	50	50	50 0 0	75 0 0†	35	40	†It is proposed to give the Sanskrit teacher at Ahmedabad other lectures as well.
1st Teacher	75	75	75 0 0	70 0 0	50	60	
2nd do.	.....	60	60 0 0	50 0 0	50	50	
3rd do.	50	50	40 0 0	40 0 0	.....	30	
4th do.	35	40	.....	.....	.....	.....	
Hindustáni Teacher	43	43	45 0 0	45 0 0	20	40	
Drawing Master	.....	.....	50 0 0	50 0 0	50	50	
Gymnastic Teacher	15	15	22 8 0	22 8 0	15	15	
Clerk	15	20	.....	15 0 0	20	20	
Boarding Clerk	20	30	.....	.....	.....	.....	
Peon	8	8	16 0 0‡	16 0 0	2 at Rs. 7 each } 14	16	‡2 Peons at Rs. 8 each.
Kamati	6	6	7 0 0	7 0 0	4 at Rs. 6 each } 24§	24	§The Establishment of Kamatis at the other colleges is wholly or partially paid from special funds.
Sweeper	.....	.....	10 0 0	10 0 0	10	10	
Two boarding cooks, one at Rs. 10 and another at Rs. 8	.....	.....	18 0 0	18 0 0	.....	.....	
Two boarding servants, one at Rs. 4 and another at Rs. 3	.....	.....	7 0 0	7 0 0	.....	.....	
Total ...	737	817	640 8 0	825 8 0	688	755	

W. LEE-WARNER,
Acting Director of Public Instruction.

APPENDIX B.

FORM 4—EST.

Statement of Proposition for Revision of Establishment.

ORDER SANCTIONING PRESENT ESTABLISHMENT.		Office to which the proposition refers.	NATURE OF CHARGE.						PROPOSITION.						Grounds of Proposition.	Local Government's recommendation.	ORDERS OF THE GOVERNMENT OF INDIA.		
			PRESENT SCALE.			PROPOSED SCALE.			PERMANENT.		TEMPORARY.						HOME DEPARTMENT.	FINANCIAL DEPARTMENT.	
Government of Department.									Increase per month.	Decrease per month.	Increase per month.		Decrease per month.						
No.	Date.		No.	Designation.	Pay.	No.	Designation.	Pay.	Amount.	Amount.	Period	Amount.	Period	Amount.			Remarks	Remarks	Orders.
					Rs. a. p.			Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.		Rs. a. p.					
...	...	Poona Training College.	1	Boarding House rent.	30 0 0	1	Boarding House rent.	35 0 0	5 0 0	...		...	...	...	...	...	...	...	...

W. LEE-WARNER,

Acting Director of Public Instruction.

CIV

APPENDIX C.

Revised Grant-in-aid Rules for Colleges.

1. Colleges—in which students who have passed the University entrance examination are educated in the University course or in any part of it, which have been recognized by the University, and to the registration of which the sanction of Government has been obtained —will be admitted to aid under these rules.

2. The amount of grant-in-aid will depend (1) on the University standard up to which a college teaches, and will be calculated as follows: While the University Arts course comprises three divisions, corresponding to the three years of the whole course, Government will give a grant of Rs. 2,500 on account of each division of the college course, provided that the average attendance in the college does not fall short of the number fixed in the next rule; and (2) on the maintenance of a general efficiency.

3. The grant payable under the foregoing rule shall not be larger than the college would earn if the following test were applied, that is to say, that the fixed grant must not exceed a grant of Rs. 100 on account of each unit in the average monthly attendance at colleges teaching up to the 1st or the 2nd B.A. standard, or Rs. 75 on the same account in colleges teaching up to the Previous Examination only; provided that this limitation is not imposed on any college during the first three years of its affiliation.

4. In considering the question of general efficiency, the Director of Public Instruction will take into consideration the efficiency of the staff; and the progress of the scholars whose success in the University examinations must not be greatly below the average of the success attained by all the colleges in the Presidency in the particular year of comparison.

5. When the development of any college reaches a stage at which the average attendance exceeds 150, so that additional assistance is required; or where 2 or more classical languages are taught; or where instruction is given in other besides the course for the Arts Examinations, additional grants may be given up to a maximum of Rs. 10,000 a year.

6. Annual grants on account of maintenance and extension of libraries or of scientific apparatus may be promised up to Rs. 500 a year, provided that the expenditure on these objects from the private resources of the colleges, in the year for which the grant is claimed, is double of the Government grant. Nothing in this rule will interfere with applications for initial grants on account of these objects, which will be dealt with under the rules.

W. LEE-WARNER,
Acting Director of Public Instruction.

Position of Low Castes.

No. $\frac{5}{159}$.

FROM

A. MACKENZIE, ESQ., C.S.,
Secretary to the Government of India,

To

THE SECRETARY TO THE GOVERNMENT OF BOMBAY.

Home Department.
Education.

Simla, the 19th June 1885.

SIR,

ADVERTING to Home Department Resolution No. $\frac{10}{302}$, dated 23rd October 1884, I am directed to convey the following observations with reference to paragraph 11 thereof, which dealt with the recommendations of the Education Commission in the matter of the admission of children of all classes and castes to aided schools.

2. In the paragraph referred to, the desire of the Government of India was expressed that aided schools should be encouraged to admit all classes and castes, and that due provision should be made in all parts of the country for the education of low caste children. These two principles are still to be maintained; but in view of the great delicacy of the subject and of the difficulty of dealing therewith, Her Majesty's Secretary of State for India desires that Local Governments shall not feel themselves bound by the absolute recommendations of the Commission (No. 8 of Chapter III and No. 25 of Chapter IV) as to the registration of "schools as special," but shall be left to deal with the matter in such way as may seem most appropriate in the particular circumstances of the people in the different parts of the country. The Governor General in Council, however, trusts that under judicious management prejudices of the nature referred to, which are felt by the managers of aided schools in some parts of India, will gradually lessen and eventually disappear.

3. I am to add that in Government Schools and Colleges the existing rule of admission irrespective of caste must of course be maintained.

I have the honour to be,

Sir,

Your most obedient Servant,

A. MACKENZIE,

Secretary to the Government of India.

No. 1281.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 6th July 1885.

Letter from the Government of India, Home Department, No. 5-169, dated 19th June 1885.

RESOLUTION.—Copy should be forwarded to the Acting Director of Public Instruction, in continuation of Government Resolution No. 2108, dated 8th December 1884.

J. B. RICHEY,

Chief Secretary to Government.

To

The Acting Director of Public Instruction (with 40 spare copies of the letter)

No. 1107.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 11th June 1885.

Resolution of Government in the Revenue Department, No. 7625, dated 25th September 1884—Reviewing the Administration Report of the Kaládgi Collectorate for the year 1883-84, and forwarding (paragraph 14) an extract paragraph 33 of Mr. McCallum's report and the Collector's comment thereon, regarding education in that Collectorate, for such action as may be deemed necessary.

Memorandum from the Acting Director of Public Instruction, No. 1184, dated 25th May 1885—Forwarding, with his observations thereon, a copy of the letter from the Educational Inspector, Southern Division, No. 537, dated 13th May, containing his remarks on Mr. McCallum's Annual Report, to which attention was drawn in Government memorandum No. 1699, dated the 3rd October last.

RESOLUTION.—His Excellency the Governor in Council is glad to learn that the matters dealt with by Mr. McCallum have received and continue to receive due attention from the Educational officers. * * *

2. The Governor in Council concurs generally with the Acting Director of Public Instruction in his opinion that no system should be encouraged which might countenance a belief in the recognition of caste by Government, and wherever "progress has been made" and low caste boys are receiving education at a Government school no separate class for them should be opened.

J. B. RICHEY,

Chief Secretary to Government.

To

The Acting Director of Public Instruction,
The Revenue Department of the Secretariat (with copy of the Acting Director's memorandum and enclosure).

Inspection of Schools by Revenue Officers.

No. 8020 of 1884-85.

Poona, Office of the Director of Public Instruction, 27th March 1885.

To

THE EDUCATIONAL INSPECTORS,
CENTRAL DIVISION,
NORTHERN DIVISION,
NORTH-EAST DIVISION,
SOUTHERN DIVISION.

SIR,

In their Resolution, Revenue Department, No. 331, dated the 14th of January 1885, the Government of Bombay remarks that the Deputy Educational Inspector of Poona had made no attempt to secure the co-operation of the District officers. It appears that, in literal accordance with the orders contained in Government Resolution No. 1275, dated the 31st of July 1882, the Deputy Inspector furnished the Assistant Collectors in charge of tálukas with a list of his camps and a statement of his proposed tour. Mr. Snow would have been glad, however, to have received a visit from the Deputy Educational Inspector with a view to concerting personally with him measures for jointly examining such schools as he might be able to arrange to visit.

2. The suggestion made by Mr. Snow is believed to be in accordance with the practice which obtains in some districts. It is obviously more convenient that arrangements for the co-operation of the District and Educational officer should form the subject of personal communication, for which the residence of Deputy Educational Inspector at the head-quarters of the Revenue officers, or even the course of the tour of the latter, can afford abundant opportunity. The advantages, moreover, to the Education Department of securing the active co-operation of the Revenue officers are so obvious as to need no further comment.

3. I have, therefore, to request that you will be so good as to issue any orders which you think to be necessary with a view to securing a fuller attention to the spirit of the orders of Government as contained in the Resolution of July 1882 to which reference has been made above.

I have the honour, &c.,

(Signed) W. LEE-WARNER,
Acting Director of Public Instruction.

Administration Reports: Instructions regarding the classification of schools to be observed in the preparation of—.

No. 5433.

REVENUE DEPARTMENT.

Bombay Castle, 3rd July 1885.

Memorandum from the Educational Department of the Secretariat, No. 1097, dated 8th June 1885—Transferring the following letter No. 1356, dated 30th May 1885, from the Acting Director of Public Instruction :—

"Government Resolution No. 8632, dated November 1st, 1884, Revenue Department, on the administration of Kolába District, Government Resolution No. 785, dated 26th January 1884, on the Poona report, and other similar Resolutions have noticed a misapplication of the term "Superior Schools" to Primary Schools.

"2. In addressing the Inspectors on these Resolutions I have ascertained that the figures supplied to the Revenue officers are by no means uniform in the various divisions. The fact is that the words "superior" and "inferior" bear a technical sense in the Educational Department, signifying sub-divisions of one of the main classes of instruction. Their diversion to another classification of schools in the Revenue reports leads to confusion, and I would therefore suggest that in future the Revenue officers be asked to use the terms Secondary and Primary. Secondary would include all schools above primary, while primary would include both the upper primary or superior village schools and the lower primary or inferior primary schools."

RESOLUTION.—The suggestion of the Director of Public Instruction should be adopted.

(Signed) J. MONTEATH,
Under Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors, including the Collectors and Deputy Commissioners in Sind,
The Director of Public Instruction,
The Educational Department of the Secretariat.

Resolution relative to Hyderabad Engineering Class.

No. 1495.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 12th August 1885.

Resolution of Government in the Public Works Department, No. 364-E.—1537, dated 21st October 1884—Appointing Messrs. C. Simon, Mansukhani Dayaram, Nathamal Manumal and Sapurji Dorabji, who have passed in the final examination at Hyderabad, Sind, as Sub-Overseers First Grade on probation for one year, and placing their services at the disposal of the Superintending Engineer for Irrigation in Sind. Transferring the report of the Committee for consideration in reference to the remarks regarding the imperfect teaching in practical levelling and surveying.

Letter from the Acting Director of Public Instruction, No. 1715, dated 16th June 1885—Stating, in reply to Government reference No. 1836 of 1884, that it admits of no contradiction that the teaching in practical levelling and surveying in the Hyderabad Engineering School is open to the criticism brought against it in Government Resolution No. 364-E.—1537 of 21st October 1884 in the Public Works Department, and that, of the different remedies proposed, the suggestion which he is inclined to favour is that the staff of the school be strengthened for two months in the year, during the so-called monsoon when work is slack and when, in other Provinces than Sind, rain is falling. Observing that perhaps the Public Works Department might be able to co-operate in this measure by lending a subordinate of the Department without calling on the Educational Department to pay him. Requesting Government, if this cannot be arranged, to express an opinion on the proposal now made to meet the pay of the said subordinate in the Educational Department, and adding that when the financial position is improved he can formally propose it and give an estimate of the cost.

Memorandum from the Public Works Department, No. 592-B., dated 25th July 1885—Retransferring the papers forwarded with this Department memorandum No. 1188 of 1885, together with the report of the Superintending Engineer for Irrigation in Sind, who states that arrangements have been made to lend the services of an Overseer either in part or altogether for two months, in anticipation of the sanction of Government, so as to commence the Supplementary Surveying Class at once. Stating that no charge will be made to the Educational Department for the services of the Overseer, and that if the examination this year shows a marked improvement on the part of the pupils in their knowledge of levelling and surveying, the system of teaching can be continued, as that Department can generally manage to spare a subordinate for the Class during the inundation season.

RESOLUTION.—To be communicated to the Acting Director of Public Instruction.

J. B. RICHEY,
Chief Secretary to Government.

To

The Commissioner in Sind,
The Acting Director of Public Instruction,
The Public Works Department of the Secretariat.

No. 1938 of 1885.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 29th October 1885.

Letter from the Acting Director of Public Instruction, No. 836, dated 9th May 1885—Submitting, in reply to Government memorandum No. 2111, dated 8th December last, his proposals and remarks on such of the recommendations of the Education Commission approved by the Government of India and the Secretary of State as require immediate attention in this Presidency.

Letter from the Acting Director of Public Instruction, No. 2864, dated 5th August 1885—Forwarding, with reference to his office letter No. 836 of 9th May last, copy of a letter from the Principals of the Bombay Colleges, regarding the new Grant-in-aid Rules for Colleges and requesting to be favoured with early orders on the subject. Making remarks.

Letter from the Acting Director of Public Instruction, No. 3796, dated 18th September 1885—Submitting his views in reference to Government Resolution No. 779, dated 25th April last, on the relations of all primary schools not maintained by the Municipality whether aided, unaided or indigenous, to the Municipal School Boards. Forwarding a copy of a letter from the Chairman of the Poona School Board. Quoting extracts from the same, and stating that the tone of the correspondence shows that the time has now come when the orders of Government should be taken on the whole question without further delay, and that he would ask Government to endorse the recommendation of the Commission supported by the Government of India and the Secretary of State, by declaring that the duty of maintaining all primary schools within municipal limits under the Grant-in-aid Code devolves on the Municipalities. Stating further that when the legal position is thus cleared, he would suggest the following orders on the subject which have been unanimously approved by the Educational Inspectors, European and Native, who are now assembled in Poona:—

"1. Municipal Boards, which are required to make adequate provision for establishing and maintaining primary schools, should keep a register of all aided or unaided primary schools and of all indigenous schools within the municipal limits and should from time to time, on the demand of the Educational Department, recommend to the Director of Public Instruction those institutions which they consider entitled to aid in accordance with the Grant-in-aid Rules.

"2. The Director will thereon notify to the Municipality the schools which he has registered for aid under the rules, and it will devolve on the Municipality to give them the aid to which they are thereafter entitled under the Grant-in-aid Rules. Provided that the Department may continue to aid directly from Provincial Funds any schools which it pleases so to aid, and which are unwilling to receive aid from the municipal school fund.

"3. The Director of Public Instruction will be prepared, subject to financial considerations, to give the Municipality assistance in aiding primary or indigenous schools to the extent of one-third of the aid given by the Municipality under the Grant-in-aid Rules, but nothing contained in these rules shall be held to affect the responsibilities of the Municipality as defined by the Municipal law."

RESOLUTION.—The Governor in Council will deal with each of the subjects in Mr. Lee-Warner's letter in their order.

Training Colleges.

2. His Excellency in Council attaches great importance to these institutions and is satisfied that the additional expenditure asked for by the Director of Public Instruction is needed to give the existing Colleges a full measure of efficiency. But the Governor in Council is not prepared to accept the present number of these institutions as sufficient in view of the increase to be looked for in the demand for teachers; at least one additional Training College is in his opinion needed, and he will be glad to receive the proposals of the Director of Public Instruction for this addition.

The Director of Public Instruction's para. 2.

3. It is the desire of Government that the training given in these Colleges should include elementary instruction in agriculture and the industrial arts so soon as books upon Indian agriculture and agricultural chemistry are obtain-

able. It is recognized that a primary school cannot be a technical school, but it can be made the means of suggesting to the younger generation what they ought to do to become good artisans or good cultivators; and school-masters who have acquired some knowledge of the first principles applying to technical subjects will be able to give to the school population a desire to acquire more information in a practical direction. His Excellency in Council would prefer that an experiment should be made in one of the Training Colleges by giving special attention to teaching these practical arts, to see how far technical training can be imparted without impairing the primary school-master's efficiency in the essentials of elementary education.

4. The remarks in the Director's paragraph 3 regarding Practising Schools have the concurrence of Government and he may at once propose what is necessary for their efficiency.

Para. 3.

5. The remarks of the Acting Director upon the duties of School-Boards and their relations to Government are judicious. In this country as in England the Government, which largely subsidizes local expenditure on education, is bound to see that local bodies duly fulfil their public trust, and His Excellency the Governor in Council desires that the Director and his inspecting staff should assist them in an economical application of their funds, guiding and encouraging them to enlarge and organize their school systems and enforcing the necessary conditions of sound management, in all of which he will have the entire support of Government in virtue of the powers reserved in the Local Self-government Acts on that behalf.

Paras. 4 and 5.

Secondary Education.

6. The Acting Director of Public Instruction has correctly understood the views of Government as to increase of expenditure upon High Schools. The Departmental High Schools are to be maintained as models and not allowed to compete with private institutions or to monopolize an increasing educational area. The limit of accommodation being reached in a Government High School further growth should be checked by exacting larger fees and higher standards. The gradual transfer of secondary education to private and local management must be contemplated and the way prepared by a gradual raising of fees.

Paras. 7, 8, and 9.

7. His Excellency the Governor in Council desires that full effect should be given to the views expressed by the Director of Public Instruction at the close of his paragraph 7 and that in the Government High Schools further advance should be made in the direction of technical education. His Excellency in Council would not object to the development of practical instruction in Government High Schools by a bifurcation in the course of studies providing an alternative to the present higher standards which are adapted to train pupils exclusively for the learned professions or public service. In addition to the drawing already taught His Excellency in Council would be glad if facilities could be given to any pupils desiring it to learn some manual industry.

8. The Acting Director asks for an addition of Rs. 10,000 to the assignment for grants-in-aid of secondary schools. The effect of the policy by which private enterprize is to be encouraged to take the place of departmental agencies will certainly be to increase the demand for State aid to private institutions and the assignments under this head have already been increased. His Excellency the Governor in Council has no hesitation in admitting the Director's proposal for an increase of Rs. 10,000 under this head.

9. The necessity for a revision of the Grant-in-aid Rules has already been recognized by Government.

10. His Excellency the Governor in Council is not in favour of giving the stimulus of free studentships and scholarships in High Schools and Colleges to the school population generally, but thinks that they should be opened to competition among those, who being remote from a High School or College, have a claim to exceptional

Para. 11.

assistance, or should be reserved for classes who are exceptionally backward in respect of education. Even with these limitations, however, His Excellency in Council considers that the additional Rs. 10,000 asked for by Mr. Lee-Warner are needed and should be given.

11. In the statement of existing scholarship assignments in the Acting Director's paragraph 11 the items shown under the heads of Training Colleges and College of Science being presumably the maintenance allowances or stipends of pupils in training, cannot be drawn upon for the general Scholarship Fund of Rs. 20,000 which the Director of Public Instruction proposes to create.

12. From the foregoing it will be seen that Government approve of the views expressed by Mr. Lee-Warner in his paragraphs 18 and 19. They should be fully acted up to. Government also approve of the proposal in paragraph 20 to make use of the services of a Committee for the administration of the Scholarship Funds, always provided their distribution is limited as above laid down.

13. The Acting Director desires authority to make inquiry into the manner in which endowments or bequests for educational purposes are applied. Government in its executive capacity has not as yet taken responsibility in respect of the administration of charities, and any enquiry which the Director may institute should be made rather through representatives of the communities interested than through the usual official channel. The results of his investigations so made might if necessary be turned to account by action under Section 539 of the Civil Procedure Code.

Collegiate Education.

14. A provisional trial can be made of the scheme of grants in-aid proposed and fully and clearly explained in Mr. Lee-Warner's letter. It will only apply to the Free General Assembly, the St. Xavier's and the Fergusson Colleges.

Paras. 13 to 17.

15. The weak point in the scheme appears to His Excellency the Governor in Council to be the absence of guarantee for proportionate expenditure from private assets. This is illustrated by the remarks of the Director in paragragh 16 showing that in the case of the Fergusson College at Poona and St. Xavier's College, Bombay, the actual expenditure in money is not to be taken as a measure of the value of instruction given. Where services are given from patriotic or religious motives in these institutions, a guarantee that the Government grant is usefully spent on the Aided College may fairly be asked for, and His Excellency in Council desires that Mr. Lee-Warner will propose some rule providing that the Director of Public Instruction or Inspector should assure himself that educational assets in money or money's worth double of the State grant, are actually made good by the institution claiming aid. For this purpose no inquisitorial proceeding would be needed.

16. The provision of Rs. 24,000 under this head is approved.

Primary Education.

17. What Government has contemplated doing is to give both to each Municipal Board and each District Board one-third of the total cost of primary schools, on the principle of the provincial contract, *i.e.*, a lump allotment open to revision every 5 years. This has actually been done for Municipal and remains to be done for District Local Boards.

Paras. 22 to 24.

18. With regard to the provision and maintenance of primary schools in municipal districts and the powers and duties of the State Educational Department and Municipal School Boards, there appears to be some misconception, which a brief explanation will doubtless suffice to correct. The duties imposed by law must be distinguished from the arrangements dependent on agreement or contract. The former attach to the Municipality only under (new) Section 24 of the District Municipal Act of 1873, which enacts that it shall be the duty of every Municipality to make adequate provision within the municipal district for establishing and maintaining middle class and primary schools. Govern-

ment has power under Section 42 of Act II. of 1884 to ensure that the provision is adequate, and it is further enacted that "the extent of the independent authority of any Municipality in respect of public education and its relations with the Government Educational Department shall from time to time be prescribed by Government." On the other hand, Government is under no legal obligation to contribute to Municipal School Funds either under the Municipal Acts or under the Grant-in-aid Rules.

19. Government are however fully prepared to help the Municipalities to fulfil their obligations by contributing liberally to the Municipal School Funds. As negotiations were in progress, before Act II. was enacted, for the transfer of the management of the public primary schools in municipal districts to the Municipal Boards, the Government contribution in the first place naturally took the form of a grant under conditions of one-third of the cost of those schools, and the contract thus entered into was confined to the existing schools, which form a part and not necessarily the whole of the adequate provision of primary schools which the Municipalities are legally bound to establish and maintain. Within the contract the Municipalities can expand the means of primary education by economy, by a judicious increase of fees, and by taking the cheaper indigenous schools into their system. Beyond the contract Government is not bound by the rules to register any new schools for grants-in-aid, whereas the Municipalities are legally responsible that the provision of primary schools is adequate either by establishing new schools or by grants-in-aid to indigenous or aided or unaided schools.

20. But the contract grant being fixed for 5 years, Government are willing further to assist in the expansion of educational means during that term by contributing to the cost of new schools at its discretion under the Grant-in-aid Rules. There are also existing primary and indigenous schools which may prefer to be independent of the Municipal School Boards. These latter may be judged entitled to a grant-in-aid from Government within the limits of Section 23 as meeting the educational wants of some locality. And if a Municipality spends money beyond the contract on establishing new schools or on aiding schools where they are required to make the provision adequate, Government would not withhold temporary support within the limits of Section 23 under the Grant-in-aid Rules until the contract expires. When that happens it is probable that, if the financial position permits, as many of these aided schools as it may be practicable and profitable to bring within the terms of a fresh contract will be included in it, the contract grant being proportionately increased.

21. The grants-in-aid by Government above contemplated should be administered on the ordinary system. Government desire to leave to the judgment of the Educational Department the working out of the details for each locality, only noting that the cardinal principle must not be overlooked that the Municipality is made responsible by law for the establishment and maintenance of the whole system of primary schools in the municipal district, the aid of Government being entirely voluntary and discretional and subject to such conditions as Government may think fit to impose in the interests of education.

22. It seems to be in accordance with the views of the Government of India that the Municipalities should be allowed freedom of administration under the supreme control of Government as laid down in the Act in their dealings with private and primary indigenous schools which they may bring within the scope of their system as part of the contract scheme. Government do not desire that the exact terms of the Government Grant-in-aid Rules should be enforced, but the arrangements will be subject to the conditions of the contract grant and the powers of control given by the Act. Schools aided by the Municipalities outside the contract will come under the Grant-in-aid Rules in the ordinary way until the contract is revised.

23. The Acting Director has asked for a grant of Rs. 28,000 (25 per cent. on the contract grant) for aid to be given for the extension of primary education outside the contract on the above principles, and His Excellency in Council is pleased to direct that this sum be provided in the budget for 1886-87.

24. For primary schools under District Local Boards the subsidy now assigned is Rs. 2,72,000. This is very far short of the proportion of Re. 1 for every Rs. 2 of local assets which Government desire to provide. To bring the assignment up to this proportion about 4 lákhs would be needed from Provincial Revenues (*see* Government Resolution No. 1204, dated 15th July 1884, paragraph 7).

25. The District Boards will now receive as fresh funds the sum which will be relinquished by Municipalities *minus* any subsidies which they may assign for expenditure in municipal limits; but Mr. Lee-Warner has shown that this can be at once absorbed and a large demand still remain to be met. Khándesh can at once apply Rs. 26,000, but will hardly get Rs. 10,000 from the Municipalities. The rapid extension of primary schools in Dhárwár is checked for want of funds and Rs. 50,000 has been asked for for that district. In order to give State aid to District Boards in the same proportion as to municipal, a very large increase in the Provincial assignment must be made, and His Excellency in Council considers that the addition made at once should not be less than one lákh.

26. But while the Governor in Council recognizes the claim of rural districts to a subsidy which in the aggregate shall equal half of the local assets, he must reserve to the Educational Department discretion in the distribution of the subsidy among the districts. Rural taxation is not elastic as are municipal revenues, and the local educational rates represent an income which is by its nature liable to very slight enhancement. Some amount of latitude must therefore be allowed to the Department in dealing with the aid to District Boards. All districts are rated in the same proportion to their income, and Government may therefore fairly apply its grant where it is most needed.

27. Beside the proportional grant, which by the addition of one lákh would be brought up to Rs. 3,72,000, the Acting Director desires an assignment of Rs. 28,000 for the extension of primary education in the rural areas under the grant-in-aid system. The sum is not more than that asked for and approved as a provision for similar extension in municipal areas. His Excellency in Council could not reasonably withhold assent to the proposed assignment.

Para. 25.

28. It must not be lost sight of that as under the Municipal Act so under the Local Funds Act power is reserved to Government to direct and control the action of local bodies in respect of public education, and authority must be vested in the Educational Department to take a share in matters relating to the economical application of public funds. How the necessary adjustments under various heads should be worked out in particular cases was intentionally left to be worked out between the Department and the Boards.

29. His Excellency in Council must here insist upon the same element of practical instruction being introduced, as far as possible, in municipal and rural schools, which was above demanded in the case of Training Colleges and secondary schools. In schools under teachers trained as directed, and as far as may be in others, everything should be done to encourage elementary training in some handicraft and in the rudiments of agricultural science. It is only on the understanding that provision is made for such practical instruction that His Excellency in Council consents to add the sums of one lákh and of Rs. 28,000 as above approved to the subsidy for district primary schools and for the extension of aid to private effort in rural areas.

Building Grants.

30. While concurring with the Acting Director of Public Instruction that in making special building grants the liberality of Government may in some recent cases have gone beyond the limits observed in other provinces, His Excellency the Governor in Council attaches importance to aid given in this form. The cost of building is often a special difficulty in the way of private enterprise, and as it is the object of Government to encourage private effort some liberality in the matter of building grants should not be grudged. His Excellency is therefore prepared to sanction the increase of the current provision for buildings from Rs. 55,000 to one lákh. As the current provision has been in recent years supplemented by

Para. 26.

special grants in excess of the increase asked for, Mr. Lee-Warner's proposal does not involve an addition to actual expenditure under this head.

31. The Financial Department should now be moved to admit to the budget for next year the increased assignments approved of under the various heads dealt with as below :—

Para. 26.

	Rs. per annum.
I.—Increased establishment for the Training Colleges with the additional provision of rent for Poona at Rs. 60 a year (paragraph 2)	4,044
II.—Increased results grant-in-aid provision for secondary schools (paragraph 8)	10,000
III.—A scholarship grant (paragraph 10)	10,000
IV.—Provision of fixed grants to three Colleges (paragraph 16).	24,000
V.—An extension fund for primary education in the municipal school areas (paragraph 23)	28,000
VI.—An increase to the lump grants to the Local Boards (paragraph 25)	1,00,000
VII.—A provision of grant-in-iad to rural Board Schools as an addition to the results grant (paragraph 27)	28,000
VIII.—Addition to the building grant (paragraph 30)	45,000
Rs. ...	2,49,044

32. Referring to the points upon which the Acting Director asks for authoritative ruling, it will be seen that His Excellency in Council has approved of the policy suggested by Mr. Lee-Warner in his report as giving practical effect to the principles which it has been the desire of Government to follow in the development of education in this Presidency.

JOHN JARDINE,
Acting Chief Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Acting Director of Public Instruction,
All Collectors, and Presidents of District Local Fund Committees,
The Financial Department of the Secretariat,
The Accountant General.

APPENDIX N.

(BEING STATISTICS REQUIRED BY THE GOVERNMENT OF INDIA.)

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Bombay Presidency at the end of the official year 1884-85.

(For details see General Table III.)

Area and Population.			—	Public Institutions.							Private Institutions.		Grand Total.	Percentage of	Remarks.
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions.					
Total Area in Square Miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
187,683 ...	Towns ... 270	Males ... 11,966,936	Institutions. For Males ...	6	3	301	5,879	7	47	6,243	152	3,055	9,450	Institutions to No. of towns and villages. 26·71	
	Villages ... 36,848	Females ... 11,225,123	For Females ...	...	...	49	402	3	...	454	1	11	466		
	Total ... 37,118	Total ...23,192,059	Total ...	6	3	350	6,281	10	47	6,697	153	3,066	9,916†		
			Scholars. Males	802	717	31,455	360,375	567	1,082 (1,333)	394,998	1,909	64,935	461,842	Male scholars to male population of school-going age.† 25·72	
			Females ..	...	17	2,744	39,356	98	15	42,230	63	3,812	46,105	Female scholars to female population of school-going age.† 2·73	
			Total ...	802	734	34,199	399,731	665	1,097 (1,333)	437,228	1,972	68,747	507,947‡	14·60	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, is entered as a town.
† The population of school-going age is taken at 15 per cent. of the whole population.
‡ Exclusive of 10 Jail schools with 167 scholars and 19 Police schools with 1,021 scholars, the addition of which makes 138,416 the figures analysed in the Report.

EDUCATION—GENERAL TABLE III.

Abstract Return of Expenditure on Public Instruction in the Bombay Presidency for the official year 1884-85.

(For details see General Table IV.)

—	Total Direct Expenditure on Public Instruction.§							Total Indirect Expenditure on Public Instruction.§								Total Expenditure on Public Instruction.	Remarks.
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. Institutions .. .. { For Males	2,01,092	1,10,319	8,48,523	15,42,243	69,486	1,81,880	29,53,543	27,000	50,535	2,35,039	61,155	3,52,343	28,389	1,06,349	8,60,810	38,14,353	
For Females	....	....	1,42,246	1,63,660	22,475	....	3,28,381	..	..	..	..	..	..	..	..	3,28,381	
Total ..	2,01,092	1,10,319	9,90,769	17,05,903	91,961	1,81,880	32,81,924	27,000	50,535	2,35,039	61,155	3,52,343	28,389	1,06,349	8,60,810	41,42,734	
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·6	5·2	19·6	22·3	4·3	7·6	67·6	2·1	4·0	15·1	2·5	4·6	·4	3·7	32·4	100	
(*b*) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	....	....	·2	76·9	2·2	1·9	81·2	..	..	·6	·4	14·3	..	3·5	18 8	100	
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	3·1	....	39·7	49·9	·6	2·3	95·6		..	..	1·1	·9	1·8	·6	4·4	100	
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	4·9	2·6	23·9	41·2	2·2	4·4	79·2	·6	1·2	5·7	1·5	8·5	·7	2·6	20·8	100	
3. Average Annual Cost† of educating each Pupil in	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.										
Departmental Institutions .. { Cost to Provincial Revenues ..	199 10 11	98 2 2	12 12 0	2 2 6	117 7 4	48 12 3	29 15 9										
Cost to Local and Municipal Funds ..	6 11 7	....	2 6 8	1 6 8	46 0 8	0 12 2	3 8 9										
Total Cost ..	343 8 8	166 2 3	33 11 2	4 8 1	163 8 0	57 0 1	55 1 8										
Local Fund Schools‡ .. .. { Cost to Provincial Revenues	....	....	1 13 2	1 0 3	....	16 4 10	1 0 6										
Cost to Local Funds	....	....	0 4 6	2 10 9	....	194 8 10	2 11 4										
Total Cost ..	....	....	10 5 0	4 8 0	....	471 14 5	4 11 9										
Municipal Schools‡ .. .. { Cost to Provincial Revenues	....	....	....	0 7 8	....	....	0 7 8										
Cost to Municipal Funds	....	....	....	1 7 0	....	....	1 7 0										
Total Cost ..	....	....	....	2 6 11	....	....	2 6 11										
Institutions in Native States .. { Cost to Native State Revenues ..	150 11 4	....	22 1 8	3 6 5	127 5 11	94 12 2	4 7 0										
Cost to Local and Municipal Funds ..	....	....	0 13 6	0 6 8	....	....	0 6 11										
Total Cost ..	235 13 5	....	20 0 8	4 8 8	131 0 6	94 13 10	5 14 7										
Aided Institutions .. .. { Cost to Provincial Revenues	34 4 3	....	8 11 2	0 15 3	17 13 8	14 10 5	3 14 5										
Cost to Local and Municipal Funds ..	....	....	0 1 11	0 8 2	....	1 14 11	0 6 3										
Total Cost ..	218 9 6	....	35 9 7	4 14 2	134 10 3	73 14 5	17 3 4										
Unaided Institutions .. .. Total Cost ..	....	....	21 5 5	7 2 11	....	....	* 16 5 8										
All Institutions .. .. { Cost to Provincial Revenues ..	142 11 11	98 2 2	7 9 7	0 12 4	90 4 6	40 7 10	2 0 8										
Cost to Local and Municipal Funds ..	4 8 6	....	1 4 1	1 15 10	34 11 7	8 8 5	2 0 3										
Total Cost ..	303 12 2	166 2 3	30 13 1	4 8 5	155 13 10	77 2 7	7 15 1										

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in Local Fund and Municipal Schools is obtained from the figures given in General Table VII.

§ Fractions of a rupee are omitted, except in the columns showing the average annual cost of educating each pupil.

STATEMENT

Return of Colleges, Schools and Scholars in the

Class of Institutions	PUBLIC INSTITUTIONS.																			
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE MANAGEMENT							
	Maintained by the Department.				Maintained by Local Funds and Municipal Boards.				Maintained by Native States.				Aided by the Department or by Local Funds or Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Arts Colleges.																				
English	3	522	446	400	..	..	..	..	1	47	38	37	2	233	178	154	..	..	..	..
Colleges or Departments of Colleges for Professional Training.																				
UNIVERSITY EDUCATION — Law	1	150	169	139	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Medicine	1	370	330	200	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering	1	184	165	142	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total ..	6	1,226	1,110	970	..	..	..	..	1	47	38	37	2	233	178	154	..	..	..	..
Secondary Schools.																				
For Boys .. .. English ..	48	10,638	9,816	8,502	107	3,396	3,283	2,515	55	4,374	4,007	3,425	79	10,893	10,335	9,741	12	2,088	2,042	1,742
For Girls .. .. English ..	1	62	59	42	1	11	17	9	..	..	..	..	47	2,740	2,585	2,079	..	..	..	..
SCHOOL EDUCATION, GENERAL — Total ..	49	10,696	9,875	8,604	108	3,409	3,300	2,524	55	4,374	4,007	3,425	126	13,633	12,920	10,820	12	2,088	2,042	1,742
Primary Schools.																				
For Boys	7	682	757	557	3,993	264,639	249,008	181,872	1,484	96,072	81,830	69,276	460	20,280	10,235	15,347	35	2,048	1,026	831
For Girls	1	89	86	62	207	13,605	12,482	7,544	120	6,306	5,602	3,572	72	5,724	5,472	3,799	2	153	152	103
Total ..	8	914	843	619	4,100	278,234	262,581	189,416	1,604	92,378	87,441	65,848	532	26,004	24,707	19,146	37	2,201	1,178	934
Schools for Special Instruction.																				
Training Schools for Masters ..	4	425	380	306	..	..	..	..	2	88	80	72	1	54	56	54	..	..	..	..
Training Schools for Mistresses	2	90	85	72	..	..	..	..	1	9	9	8	..	..	..	..	..	..	..	..
Schools of Art	1	251	210	148	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
SCHOOL EDUCATION, SPECIAL — Medical Schools	3	164	147	131	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Engineering and Surveying Schools	1	21	23	18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Industrial Schools	..	..	..	..	1	92	85	61	1	45	39	26	5	387	323	291	..	..	..	..
Other Schools	31	61	56	48	1	7	7	6	..	..	..	..	8	71	89	61	..	..	..	..
		(1,029)	(1,301)	(1,082)										(12)	(18)	(12)				
Total ..	42	1,012 (1,029)	881 (1,301)	725 (1,082)	2	99	92	67	4	139	127	106	9	512 (12)	468 (18)	400 (12)	..	..	..	..
Total of Colleges and Schools of Public Instruction	105	13,877 (1,029)	12,709 (1,301)	10,918 (1,082)	4,210	281,742	265,973	192,007	1,604	96,938	91,618	69,416	669	40,382 (12)	38,273 (18)	30,520 (12)	49	4,289	3,220	2,676
PRIVATE INSTITUTIONS ..	1. ADVANCED TEACHING— (a) Arabic or Persian .. .. (b) Sanskrit .. .. (c) Any other Oriental Classic																			
	2. ELEMENTARY TEACHING & Vernacular only or mainly																For Boys / „ Girls			
	3. EUROPEAN AND EURASIAN SCHOOLS not conforming to Departmental Standards																For Boys / „ Girls			
	4. OTHER SCHOOLS not conforming to Departmental Standards																For Boys / „ Girls			
	5. OTHER SCHOOLS conforming to Departmental Standards for (boys)																			
	6. ELEMENTARY TEACHING KORAN SCHOOLS not conforming to Departmental Standards for (boys) ..																			
	Total ..																			
	Grand Total .																			

TABLE III.

Bombay Presidency for the official year 1884-85.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning				Classification of Scholars on the 31st of March according to Race or Creed.								Remarks.
		English.	A classical language.	A vernacular language.	Kuran.	Europeans and Eurasians.	Native Christians	Hindus.	Mahomedans.	Portuguese.	Pársis.	Jews.	Aboriginal and Hill Tribes.	
22	23	24	25	26	27	27*a*	27*b*	27*c*	27*d*	27*e*	27*f*	27*g*	27*h*	28
6	802	802	802	..	..	5	5	577	12	8	188	7	..	
1	180	180	..	..	..	..	..	138	3	3	36	..	..	
1	370	370	..	..	..	63	1	107	5	48	143	3	..	17 girls.
1	184	184	..	..	..	17	2	139	1	10	11	4	..	
9	1,536	1,536	802	..	..	85	8	961	21	69	378	14	..	
301	31,386	31,386	9,015	17,645	..	1,408	807	21,876	1,464	1,522	4,110	188	11	287 girls.
49	2,813	2,813	175	294	..	1,621	210	130	9	457	344	42	..	356 boys.
350	34,199	34,199	9,190	17,939	..	3,029	1,017	22,006	1,473	1,979	4,454	230	11	
6,879	373,861	20	1,316	373,771	..	6	2,136	313,177	50,278	475	4,876	415	2,498	13,574 girls.
402	25,870	25	108	25,845	..	1	759	20,950	1,837	28	2,052	236	7	88 boys.
6,281	399,731	45	1,424	399,616	..	7	2,895	334,127	52,115	50	6,928	651	2,505	
7	567	40	474	567	..	..	53	436	77	..	..	..	1	
3	98	..	..	98	..	..	15	71	4	1	4	3	..	
1	261	..	..	..	..	29	..	145	6	23	48	9	..	15 girls.
3	104	101	..	..	..	..	2	133	19	3	4	3	..	
1	21	21	..	..	..	..	..	19	1	..	1	..	..	
7	522	35	..	386	..	..	50	310	124	2	32	4	..	
35	139 (1,641)	..	71	17	..	..	..	131	8	..	..	..	..	
57	1,762 (1,641)	197	545	1,068	..	20	120	1,245	239	29	89	19	1	
6,697	437,228 (1,641)	35,977	11,961	418,623	..	3,141	4,040	358,339	53,848	2,580	11,849	914	2,517	13,893 girls in boys' schools. 444 boys in girls' schools.
133	1,197	..	1,186	11	..	..	..	9	1,159	..	29	..	..	
13	353	..	353	..	..	..	..	353	..	..	..	..	..	
2	45	..	45	..	..	..	..	..	..	..	45	..	..	
2,200	57,175	1,208	484	55,791	..	..	318	44,287	9,044	493	1,866	21	1,146	
11	1,311	..	40	1,271	..	..	1	57	417	..	836	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	
18	649	285	..	364	..	..	6	383	247	..	12	1	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	
3	112	112	..	..	..	..	..	108	3	..	1	..	..	
839	9,877	..	..	4,559	7,803	..	..	45	9,832	..	..	..	..	
3,219	70,719	1,605	2,108	61,996	7,803	..	325	45,242	20,702	493	2,789	22	1,146	4,571 girls in boys' schools. 17 boys in girls' schools.
9,916	507,947	37,582	14,069	480,619	7,803	3,141	4,365	403,581	74,550	3,073	14,638	936	3,663	16,464 total girls in boys' schools. 461 total boys in girls' schools.

Details of Jail and Police Schools.

Class of Institutions.	Number of Institutions.	Number of Scholars on March 31st.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Scholars on March 31st learning		Classification of Scholars on the 31st of March 1885 according to Race or Creed.							
					A Vernacular Language.		Europeans and Eurasians.	Portuguese.	Native Christians.	Hindus.	Mahomedans.	Pársis.	Jews.	Aboriginal and Hill Tribes.
Primary Schools for Boys—	19	1,167	153	142	167	1,021	..	1	13	134	27	..	1	2
Jail Schools	19	1,021	973	694	1,021		..	3	12	627	273	..	4	103
Police Schools	29	1,188	1,126	796	1,188		..	3	15	761	300	..	4	105

EDUCATION—GENERAL

Return of Expenditure on Educational Establishments, Bombay Presidency,

EDUCATION—GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for

Class of Schools.			Number of Schools.	Number of Pupils on the rolls on 31st March.	High Stage. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all Pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys ...	Departmental ...	English ...	48	10,633	4,461	...	4,461	6,107	...	6,107
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	107	3,398	76	...	76	3,319	3	3,322
		Vernacular ...	...	...	...	...	...	...	...	...
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Native States ...	English ...	55	4,374	880	...	880	3,494	...	3,494
		Vernacular ...	...	...	...	...	...	...	...	...
	Aided ...	English ...	79	10,893	2,951	26	2,977	5,030	77	5,107
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided ...	English ...	12	2,088	1,026	...	1,026	1,062	...	1,062
		Vernacular ...	...	...	...	...	...	...	...	...
	Total ...		301	31,386	9,394	26	9,420	19,012	80	19,092
For Girls...	Departmental ...	English ...	1	62	...	...	...	...	62	62
		Vernacular ...	...	...	...	...	...	...	...	...
	Local Fund ...	English ...	1	11	...	...	...	...	11	11
		Vernacular ...	...	...	...	...	...	...	...	...
	Municipal ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Native States ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Aided ...	English ...	47	2,740	10	110	120	19	685	704
		Vernacular ...	...	...	...	...	...	...	...	...
	Unaided ...	English ...	...	...	...	...	...	...	...	...
		Vernacular ...	...	...	...	...	...	...	...	...
	Total ...		49	2,813	10	110	120	19	758	777
Total Secondary Schools ...			350	34,199	9,404	136	9,540	19,031	838	19,869
Primary Schools—										
For Boys...	Departmental		7	832	...	...	...	...	...	...
	Local Fund		3,878	262,284	...	...	...	...	...	...
	Municipal		15	2,345	...	...	...	...	...	...
	Native States		1,484	86,072	...	...	...	...	...	...
	Aided		460	20,280	...	...	...	...	...	...
	Unaided		35	2,048	...	...	...	...	...	...
	Total ...		5,879	373,861	...	...	...	...	...	...
For Girls ...	Departmental		1	82	...	...	...	...	...	...
	Local Fund		201	13,233	...	...	...	...	...	...
	Municipal		6	372	...	...	...	...	...	...
	Native States		120	6,306	...	...	...	...	...	...
	Aided		72	5,724	...	...	...	...	...	...
	Unaided		2	153	...	...	...	...	...	...
	Total ...		402	25,870	...	...	...	...	...	...
Total Primary Schools ...			6,281	399,731	...	...	...	...	...	...
Grand Total ...			6,631	433,930	9,404	136	9,540	19,031	838	19,869

TABLE IV.

for the official year 1884-85. (Printed at pages 6 and 7 of the Report.)

TABLE V.

General Education in the Bombay Presidency at the end of the official year 1884-85.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all Pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
18	...	18	47	...	47	...	...	...	10,633	...	10,633
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	3,395	3	3,398
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	4,374	...	4,374
...	...	...	...	...	...	...	...	...	...	...	...
1,027	51	1,078	1,565	113	1,678	36	17	53	10,609	284	10,893
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	2,088	...	2,088
...	...	...	...	...	...	...	...	...	...	...	...
1,045	51	1,096	1,612	113	1,725	36	17	53	31,099	287	31,386
...	...	...	...	...	...	...	...	...	...	62	62
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	11	11
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
123	546	669	144	888	1,032	60	155	215	356	2,384	2,740
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
123	546	669	144	888	1,032	60	155	215	356	2,457	2,813
1,168	597	1,765	1,756	1,001	2,757	96	172	268	31,455	2,744	34,199
260	...	260	279	...	279	293	...	293	832	...	832
80,491	502	80,993	87,278	2,284	89,562	82,374	9,355	91,729	250,143	12,141	262,284
1,053	...	1,053	496	2	498	746	48	794	2,295	50	2,345
27,748	43	27,791	34,505	90	34,595	23,188	538	23,726	85,401	671	86,072
4,349	112	4,461	7,506	358	7,864	7,727	228	7,955	19,582	698	20,280
379	...	379	1,249	2	1,251	406	12	418	2,034	14	2,048
114,280	657	114,937	131,313	2,736	134,049	114,734	10,181	124,915	360,287	13,574	373,861
...	14	14	...	46	46	...	22	22	...	82	82
2	1,695	1,697	4	4,467	4,471	23	7,042	7,065	29	13,204	13,233
...	35	35	...	119	119	...	218	218	...	372	372
...	758	758	...	2,332	2,332	...	3,216	3,216	...	6,306	6,306
23	1,826	1,849	23	2,235	2,258	13	1,604	1,617	59	5,665	5,724
...	39	39	...	59	59	...	55	55	...	153	153
25	4,367	4,392	27	9,258	9,285	36	12,157	12,193	88	25,782	25,870
114,305	5,024	119,329	131,340	11,994	143,334	114,770	22,338	137,108	360,375	39,356	399,731
115,473	5,621	121,094	133,096	12,995	146,091	114,866	22,510	137,376	391,830	42,100	433,930

EDUCATION—GENERAL TABLE VI.

Return showing the Results of prescribed Examinations in the Bombay Presidency during the official year 1884-85.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.						
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Parsis.	Jews.	Portuguese.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	16*g*
Arts Colleges.																					
1. Master of Arts	2	1	...	3	12	1	...	...	13	8	1	...	...	9	...	...	7	...	2	...	...
2. Bachelor of Arts	4	3	...	7	92	21	...	...	113	68	15	...	...	83	...	...	63	1	17	2	...
3. B. Sc.	1	1	...	2	3	1	...	...	4	3	1	...	...	4	...	...	3	...	1	...	...
4. First B. A.	4	2	...	6	143	24	...	...	167	61	8	...	...	69	1	...	56	...	12	...	...
4. First B. Sc.	2	...	...	2	2	...	...	...	2	2	...	...	...	2	...	..	2	...	..	...	...
4. First Arts	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Previous Examination ...	4	2	1	7	265	75	23	...	363	114	42	8	..	164	1	3	124	1	34	1	...
Colleges for Professional Training.																					
Law—																					
1. Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	1	...	...	1	34	...	...	...	34	13	...	...	...	13	...	...	8	...	5	...	...
Medicine—																					
1. M. D.	1	...	...	1	2	...	...	...	2	1	...	...	...	1	...	...	1	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. M. S.	1	...	...	1	37	...	...	...	37	23	...	...	...	23	2	2	7	...	12	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. First L. M. S.	1	...	...	1	70	...	...	...	70	32	...	...	...	32	2	1	10	1	17	1	...
Engineering—																					
1. M. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. L. C. E.	1	...	...	1	14	...	...	...	14	7	...	...	...	7	...	...	5	...	2	...	...
4. First L. C. E....	1	...	...	1	29	...	...	...	29	25	...	...	...	25	3	1	21	...	...	...	...
Schools of General Education.																					
Matriculation ... Boys	27	22	26	75	701	267	300	741	2,009	416	141	151	110	818	23	20	618	13	142	2	...
Matriculation ... Girls	...	6	3	9	...	17	6	4	27	...	15	4	3	22	19	2	...	...	1	..	...
Public Service Certificate Examination. English ...	23	10	12	45	391	81	21	130	780	189	21	8	33	296	1	2	282	4	6	...	1
Public Service Certificate Examination. Vernacular ...	624	6	58	688	3,689	43	361	862	5,615	1,399	10	121	236	1,862	...	1	1,742	119	...	...	...
Schools of Special Instruction.																					
1. Training School Examination for Masters. Upper ...	4	...	...	4	77	...	...	13	90	77	...	...	7	84	...	...	73	6	..	...	...
1. Training School Examination for Masters. Lower ...	4	...	2	6	161	...	73	6	240	133	..	63	4	200	...	1	184	15	...	...	...
2. Training School Examination for Mistresses. Upper ...	2	...	...	2	9	...	...	...	9	9	...	...	...	9	...	1	8	...	...	...	...
2. Training School Examination for Mistresses. Lower ...	2	...	1	3	42	...	6	...	48	37	...	3	...	40	1	4	32	...	1	2	...
3. School of Art Examination...	32	5	5	42	552	33	18	4	607	179	10	12	...	201	14	8	156	5	16	2	...
4. Vernacular Medical Examination	1	...	...	1	13	...	...	...	13	13	...	...	...	13	...	...	9	3	1	...	...
5. Examination in Engineering.	1	...	...	1	17	...	...	...	17	10	..	...	...	10	..	1	8	...	1	...	...
6. Examination in Surveying ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Industrial School Examination	...	1	1	2	...	43	9	...	52	...	43	6	...	49	...	...	22	5	22	...	...

STATEMENT.

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EDUCATION—GENERAL

Return showing the Distribution of Local Fund and Municipal Expenditure

	Objects of Expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON										
		IN INSTITUTIONS MAINTAINED BY LOCAL FUND BOARDS.										
		Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Provincial Grants.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		2	3	4	5	6	7	8	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	*Arts Colleges.*											
	English	..	..	..	..	..	..	..	..	..	..	..
	Oriental	..	..	..	..	..	..	..	..	..	..	..
	Colleges or Departments of Colleges for Professional Training.											
	Law	..	..	..	..	..	..	..	..	..	..	..
	Medicine	..	..	..	..	..	..	..	..	..	..	..
	Engineering	..	..	..	..	..	..	..	..	..	..	..
	Total	..	..	..	..	..	..	..	..	..	..	..
School Education, General.	*Secondary Schools.*											
	For Boys { English	..	107	3,398	3,283	2,515	6,023	178	13,959	11,795	1,263	..	33,218
	For Boys { Vernacular	..	..	..	..	..	..	..	..	..	..	..	..
	For Girls { English	..	1	11	17	9	..	763	60	..	..	..	823
	For Girls { Vernacular	..	..	..	..	..	..	..	..	..	..	..	..
	Total	..	108	3,409	3,300	2,524	6,023	941	14,019	11,795	1,263	..	34,041
	Primary Schools.											
	For Boys	..	3,876	261,000	247,302	179,721	2,36,089	6,53,201	34,152	1,68,532	2,585	752	10,95,311
	For Girls	..	200	13,189	12,186	7,262	27,897	40,363	3,525	908	..	100	72,793
	Total	..	4,076	275,089	259,488	186,983	2,63,986	6,93,564	37,677	1,69,440	2,585	852	11,68,104
School Education, Special.	*Schools for Special Instruction.*											
	Training Schools for Masters	..	..	..	..	..	..	..	..	..	..	..	..
	Training Schools for Mistresses	..	..	..	..	..	..	..	..	..	..	..	..
	Schools of Art	..	..	..	..	..	..	..	..	..	..	..	..
	Law Schools	..	..	..	..	..	..	..	..	..	..	..	..
	Medical Schools	..	..	..	..	..	..	..	..	..	..	..	..
	Engineering and Surveying Schools	..	..	..	..	..	..	..	..	..	..	..	..
	Industrial Schools	..	1	92	85	61	1,500	17,512	..	..	..	24,016	43,028
	Other Schools	..	1	7	7	6	..	387	..	..	..	..	387
	Total	..	2	99	92	67	1,500	17,899	..	..	..	24,016	43,415
	Inspection	..	..	..	..	..	..	..	..	..	..	..	..
	Scholarships held in. Arts Colleges	..	..	..	..	..	..	..	..	..	..	..	..
	Scholarships held in. Professional Colleges	..	..	..	..	..	..	..	..	..	..	..	..
	Scholarships held in. Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..
	Scholarships held in. Primary Schools	..	..	..	..	..	212	..	..	..	59	271
	Scholarships held in. Special Schools other than Training Schools	..	..	..	..	..	336	..	..	..	600	936
	Buildings	..	..	..	..	29,612	1,30,188	875	..	770	..	1,61,445
	Furniture and Apparatus (Special Grants only)	..	..	..	..	8	..	1,725	934	..	..	2,667
	Miscellaneous	..	..	..	..	..	31,787	..	..	..	..	31,787
	Total	..	..	..	..	29,620	1,62,523	2,600	934	770	659	1,97,106
	GRAND TOTAL	..	4,186	278,597	262,880	189,574	3,01,129	8,74,927	54,296	1,82,169	4,618	23,527	14,42,666

TABLE VII.

on Public Instruction in Bombay Presidency for the official year 1884-85.

PUBLIC INSTRUCTION.				EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
IN INSTITUTIONS MAINTAINED BY				IN INSTITUTIONS MAINTAINED BY MUNICIPAL BOARDS.										IN INSTITUTIONS MAINTAINED BY					
The Department.	Municipal Board.	Private Persons or Associations.	Total Local Fund Expenditure on Public Instruction.	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Provincial Grants.	Municipal Rates.	Local Fund Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	3,000	..	..	3,000	3,000	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	3,000	..	..	3,000	3,000	
..	..	591	769	..	..	..	..	..	..	..	..	..	..	..	23,912	13,959	960	38,831	39,600	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	763	..	..	..	..	..	..	..	..	..	..	..	..	60	..	60	823	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	591	1,532	..	..	..	..	..	..	..	..	..	..	..	23,912	14,019	960	38,891	40,423	
..	..	7,176	6,60,377	17	2,729	2,606	2,151	889	3,744	..	1,589	4	..	6,226	1,197	34,152	5,000	44,093	7,04,470	
..	..	30	40,393	7	416	397	282	595	712	..	..	..	..	1,307	..	3,525	480	4,717	45,110	
..	..	7,206	7,00,770	24	3,145	3,003	2,433	1,484	4,456	..	1,589	4	..	7,533	1,197	37,677	5,480	48,810	7,49,580	
16,492	..	..	16,492	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16,492	
3,398	..	..	3,398	..	..	..	..	..	..	..	..	..	..	..	600	..	..	600	3,998	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
..	..	..	17,512	..	..	..	..	..	..	..	..	..	..	..	..	..	685	685	18,197	
..	..	..	387	..	..	..	..	..	..	..	..	..	..	..	1,375	..	148	1,523	1,910	
19,890	..	..	37,789	..	..	..	..	..	..	..	..	..	..	..	1,975	..	833	2,808	40,597	
4,812	..	..	4,812	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,812	
26	..	..	26	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	26	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	....	
2,867	..	..	2,867	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,867	
..	..	..	212	..	..	..	..	..	..	..	..	..	..	..	..	..	522	522	734	
457	..	..	793	..	..	..	..	..	..	..	..	..	..	..	..	..	540	540	1,333	
..	..	..	1,30,188	..	..	..	..	..	..	..	..	..	..	..	120	875	..	995	1,31,183	
..	..	..	....	..	..	..	..	..	..	..	..	..	..	..	19	1,725	..	1,744	1,744	
16	..	..	31,803	..	..	..	..	17	..	..	14	95	..	126	598	..	..	598	32,401	
8,178	..	..	1,79,701	..	..	..	..	17	..	..	14	95	..	126	737	2,600	1,062	4,399	1,76,100	
23,068	..	7,797	9,10,792	24	3,145	3,003	2,433	1,501	4,456	..	1,603	99	..	7,659	30,821	54	8,235	97,908	10,08,700	

EDUCATION—GENERAL TABLE III.

Return of all European and Eurasian Schools and Scholars in the Bombay Presidency for the official year 1884-85.

Class of Institutions	PUBLIC INSTITUTIONS.																Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning.			Classification of Scholars on the 31st of March according to Race or Creed.								Remarks.
	Under Public Management.												Under Private Management.																	
	Maintained by the Department.				Maintained by Local Funds and Municipal Boards.				Maintained by Native States.				Aided by the Department or by Local Funds or Municipal Boards.				Unaided.														
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.			English.	A classical Language.	A Vernacular Language.	Europeans and Eurasians.	Portuguese.	Native Christians.	Hindus.	Mahomedans.	Pársis.	Jews.	Aboriginals.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27a	27b	27c	27d	27e		27g	27h	28
Secondary Schools.																																		
School Education, General. — For Boys .. English ..	..	..	..	..	..	..	..	..	..	..	..	..	17	1,367	1,322	1,149	..	..	..	..	17	1,367	1,367	348	112	1,257	53	23	..	1	5	26	2	217 girls in boys' schools.
School Education, General. — For Girls .. English ..	..	..	..	..	..	..	..	..	..	..	..	..	22	1,619	1,570	1,319	..	..	..	..	22	1,619	1,619	154	49	1,460	53	47	3	9	36	18	..	271 boys in girls' schools.
Total ..	..	..	..	..	..	..	..	..	..	..	..	..	39	2,986	2,893	2,468	..	..	..	..	39	2,986	2,986	502	161	2,717	106	70	3	3	41	44	2	
Schools for Special Instruction.																																		
School Education, Special. — Other Schools	..	..	..	..	..	..	..	..	..	..	..	..	1	(12)	(18)	(12)	..	..	..	..	1	(12)	(12)	..	..	(12)	..	..	..	..	..	..	..	
Total ..	..	..	..	..	..	..	..	..	..	..	..	..	1	(12)	(18)	(12)	..	..	..	..	1	(12)	(12)	..	..	(12)	..	..	..	..	..	..	..	
Total of Colleges and Schools of Public Instruction	..	..	..	..	..	..	..	..	..	..	..	..	40	2,986	2,893	2,468	..	..	..	..	40	2,986	2,986	502	161	2,717	106	70	3	3	41	44	2	217 girls in boys' schools. 271 boys in girls' schools.

EDUCATION—GENERAL TABLE IV.

Return of Expenditure on Public Instruction in all Schools for Europeans and Eurasians in the Bombay Presidency for the official year 1884-85.

Objects of Expenditure.	PUBLIC INSTITUTIONS.																																						Grand Total.	Remarks.
	Under Public Management.												Under Private Management.																Total Expenditure from											
	Maintained by the Department.							Maintained by Local Funds and Municipal Boards.							Maintained by Native States.							Aided by the Department or by Local Funds or Municipal Boards.							Unaided.				Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.											
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Rates or Cesses levied in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.										
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3	4a	4b	4c	4d	4e	4f	4	5a	5b	5c	5d	5e	5f	5	6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
																									Rs.			Rs.	Rs.	Rs.	Rs.							Rs.	Rs.	Rs.	
School Education, General. — *Secondary Schools.* — For Boys .. English	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	-	..	..	..	21,749	..	..	41,672	17,587	23,507	1,04,515	..	..	..	..	21,749	..	..	41,672	41,094	1,04,515	
For Girls .. English	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	25,844	..	..	42,611	15,574	23,236	1,07,265	..	..	..	..	25,844	..	..	42,611	38,810	1,07,265	
Total	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	47,593	..	..	84,283	33,161	46,743	2,11,780	..	..	..	..	47,593	..	..	84,283	79,904	2,11,780	
Schools for Special Instruction.																																							
School Education, Special. — Other Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	200	200	..	400	..	..	..	..	..	..	..	200	200	400	
Scholarships held in Secondary Schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4,860	4,860	..	..	..	..	..	..	..	..	4,860	4,860	
Buildings	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	5,419	..	..	1,462	50	1,536	8,467	..	..	..	..	5,419	..	..	1,462	1,586	8,467	
Furniture and Apparatus (Special Grants only)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	690	2,696	856	4,242	..	..	..	..	..	..	..	690	3,552	4,242	
Miscellaneous	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13,274	..	..	4,782	4,239	4,053	26,348	..	..	..	..	13,274	..	..	4,782	8,292	26,348	
Total ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18,693	..	..	6,934	6,985	11,905	43,917	..	..	..	..	18,693	..	..	6,934	18,290	43,917	
Total Expenditure on Public Instruction	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	66,286	..	..	91,417	40,346	58,048	2,56,097	..	..	..	..	66,286	..	..	91,417	98,394	2,56,097	

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in European and Eurasian Public Schools for General Education in the Bombay Presidency at the end of the official year 1884-85.

Class of Schools.	Number of Schools.	Number of Pupils on the Rolls on 31st March.	High Stage. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all Pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all Pupils who have not passed beyond the Lower Primary Stage.						Total.		
													Reading Printed Books.			Not reading Printed Books.				
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																				
For boys ...Aided ...English...	17	1,367	119	23	142	258	45	303	336	47	383	401	85	486	36	17	53	1,150	217	1,367
For Girls ...Aided ...English...	22	1,619	10	97	107	18	218	236	48	448	496	135	471	606	60	114	174	271	1,348	1,619
Total Secondary Schools ...	39	2,986	129	120	249	276	263	539	384	495	879	536	556	1,092	96	131	227	1,421	1,565	2,986

SUBSIDIARY FORM No. 1.

Statistical Return of Colleges for the official year 1884-85.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on 31st March learning.					Expenditure.						Annual Cost of educating each Scholar.		Remarks.
			Reading for Degree.	Reading for First Arts Licentiate or Corresponding Examination.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Hebrews.	Provincial Revenues.	Fees.	Municipal Grants.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8	9a	9b	9c	9d	9e	9	10	11	12
	Arts Colleges.																		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
	Maintained by the Department.																										
Poona	English— Deccan College, Poona	*1	28	182	210	170	148	2	1	192	1	12	2	210	4	189	17	..	44,670	9,936	..	..	120	54,726	321 14 8	262 12 2	
Bombay	Elphinstone College, Bombay	1	50	218	268	236	226	1	..	184	5	75	3	268	20	136	111	1	39,947	24,964	..	..	21,062	85,973	364 4 8	160 12 8	
Ahmedabad	Gujarát College, Ahmedabad	1	10	34	44	40	35	..	..	37	2	5	..	44	..	34	10	..	4,443	2,385	3,000	..	2,693	12,521	313 0 4	111 1 2	
	Total ..	3	88	434	522	446	409	3	1	413	8	92	5	522	24	359	138	1	89,060	37,285	3,000	..	23,875	153,220	343 8 8	199 10 11	
	Aided by the Department.																										
Bombay	St. Xavier's College, Bombay	1	7	104	111	97	79	2	8	31	1	69	..	111	47	13	51	..	4,400	6,240	..	..	5,585	16,225	167 4 3	45 5 9	
Do.	Free General Assembly's Institution, Bombay	1	27	95	122	81	75	..	4	86	3	27	2	122	13	69	37	3	1,700	4,068	..	..	16,917	22,685	280 1 0	20 15 10	
	Total ..	2	34	199	233	178	154	2	12	117	4	96	2	233	60	82	88	3	6,100	10,308	..	..	22,502	38,910	218 9 6	34 4 3	
	Maintained by Native States.																										
Kolhápur	Rájáram College, Kolhápur	1	8	39	47	38	37	..	..	47	..	..	..	47	..	47	..	..	..	2,325	..	5,727	910	8,962	235 13 5	..	
	Grand Total, Arts Colleges ..	6	130	672	802	662	600	5	13	577	12	188	7	802	84	488	226	4	95,160	49,918	3,000	5,727	47,287	201,092	303 12 2	143 11 4	
	Colleges or Departments of Colleges for Professional Training.																										
	Maintained by the Department.																										
Bombay	Law— Government Law School, Bombay	1	43	137	180	169	129	..	3	133	3	36	..	180	..	..	..	..	3,325	5,658	..	..	2,028	11,011	65 2 6	19 10 10	
Do.	Medical— Government Grant College, Bombay ..	1	62	*308	370	330	290	63	49	107	5	143	3	370	..	..	..	..	—4,495	28,700	..	..	1,131	27,336	70 14 4	..	Girls 17.
Poona	Engineering— Government College of Science, Poona ..	1	29	†155	184	163	142	17	12	139	1	11	4	184	..	..	..	..	66,332	4,828	..	..	47,52	75,912	460 1 2	402 0 2	
	Grand Total, Professional Colleges ..	3	134	600	734	664	561	80	64	384	9	190	7	734	..	..	..	..	65,162	37,246	..	..	7,911	110,319	166 2 3	93 2 2	
	Grand Total of all Colleges ..	9	264	1,272	1,536	1,326	1,161	85	77	961	21	378	14	1,536	84	488	226	4	160,322	87,164	3,000	5,727	55,198	311,411	234 13 7	129 14 6	

*Inclusive of 76 Military pupils and 17 Female students attending the midwife class

† Inclusive of 82 apprentices studying in the Mechanical Branch of the College.

SUBSIDIARY

Statistical Return of High and Middle Schools (English)

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on the				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
POONA DISTRICT.	CENTRAL DIVISION.																	
	Maintained by the Department.																	
	Poona High School ...	1	476	154	630	616	533	...	4	560	18	44	4	630	4	299	133	...
	Poona Camp 1st Grade School	1	...	93	93	90	83	...	...	3	26	64	...	93	...	...	...	...
	Second Grade School ...	1	...	19	19	18	9	...	6	11	2	...	...	19	...	..	...	..
	Total ...	3	476	266	742	724	625	.	10	574	46	108	4	742	4	299	133	
	Maintained by Local Fund and Municipal Boards.																	
	Second Grade Schools ...	4	...	122	122	116	89	...	...	119	3	..	..	122	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards.																	
	Bishop's High School, Poona	1	24	95	119	118	104	117	...	...	..	...	2	119	39	...	...	...
	Saint Vincent's School, Poona	1	16	231	247	254	225	37	131	20	16	36	7	247	49	...	...	-
	Poona Mission Institution	1	61	99	160	156	126	...	8	140	1	...	11	160		26	...	
	Poona Native Institution.	1	172	132	304	301	275	...	...	280	22	...	2	304	4	104	12	...
	New English School, Poona	1	599	414	1,013	898	784	...	...	1,006	2	5	...	1,013	...	543	31	...
	KirkeeCantonment Anglo-Vernacular School	1	..	24	24	15	13	...	...	16	...	8	...	24	...	...	...	...
	Camp Mission Anglo-Vernacular School, Main Street, Poona	1	35	78	113	115	88	...	2	96	13	2	...	113	..	...	35	...
	G. I. P. Railway Company's European and Eurasian School, Lonávli	1	...	69	69	70	61	56	10	...	..	3	...	69	7	...	...	...
	Total ...	8	907	1,142	2,049	1,927	1,676	210	151	1,558	54	54	22	2,049	99	673	78	...
	Maintained by Native States.																	
	Uravde 2nd Grade School in the Bhor State ...	1	...	8	8	8	6	...	...	8	...	...	...	8	...	...	...	...
	Grand Total, Poona District	16	1,383	1,538	2,921	2,775	2,396	210	161	2,259	103	162	26	2,921	103	972	211	..
SHOLÁPUR DISTRICT.	*Maintained by the Department.*																	
	Sholápur High School ..	1	90	150	240	189	170	1	3	224	5	7	...	240	1	79	1	...
	Pandharpur First Grade School	1	20	60	80	63	53	...	...	80	...	...	...	80	...	20	...	...
	Bársi First Grade School.	1	12	24	36	33	29	...	...	35	1	...	...	36	...	12	...	...
	Total ...	3	122	234	356	285	252	1	3	339	6	7	...	356	1	111	1	...
	Maintained by Local Fund and Municipal Boards.																	
	2nd Grade Schools ...	2	...	46	46	36	28	...	...	41	5	...	...	46	..	..	...	...
	Aided by the Department or by Local Fund or Municipal Boards.																	
	G. I. P. Railway Company's European and Eurasian School, Sholápur	1	...	22	22	19	14	19	3	...	...	...	...	22	..	..	...	...

FORM No. 2.

for Boys for the official year 1884-85.

31st March learning.						Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Hebrew.	Kanarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination. (European and Eurasian Standard V and Anglo-Vernacular Standard III.)	
8*f*	8*h*	8*i*	8*j*	8*k*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
190	2	2	..	...	...	7,717	...	...	15,178	...	...	...	22,895	37 2 8	12 8 5	36	42	
...	67	26	...	...	...	1,882	...	...	1,405	...	...	...	3,287	36 8 4	20 14 7	...	15	
...	...	...	...	...	...	19	...	...	...	492	...	...	511	28 6 3	1 0 11	...	...	
190	69	28	...	...	..	9,618	...	...	16,583	492	...	...	26,693	36 13 11	13 4 7	36	57	
...	...	...	...	..	...	...	...	397	323	...	...	...	720	6 3 4	...	...	7	
...	..	...	..	...	...	3,030	...	...	5,566	...	...	...	8,596	72 13 7	25 10 10	5	6	
...	...	...	...	...	..	2,167	...	..	3,433	...	...	...	5,600	22 0 9	8 8 6	...	4	
134	...	...	...	...	...	1,013	...	...	982	2,501	...	...	4,496	28 13 2	6 7 11	4	5	
304	...	...	...	1	...	1,248	...	360	1,694	437	...	871	4,610	15 5 1	4 2 4	4	18	
439	...	...	...	...	...	...	...	600	9,390	120	...	40	10,150	11 4 10	...	34	...	Boys. Girls.
...	...	...	...	..	...	...	...	...	164	68	...	...	232	15 7 6	...	...	...	22 2
78	...	...	...	...	...	490	...	...	901	240	...	...	1,631	14 2 11	4 4 2	...	4	
...	...	...	...	...	...	647	...	...	509	...	..	2,753	3,909	55 13 6	9 3 11	...	...	
955	...	...	...	1	...	8,595	...	960	22,639	3,366	...	3,664	39,224	20 5 8	4 7 4	47	37	36 33
...	...	...	...	...	...	..	281	...	...	...	...	...	281	35 2 0	...	.	1	
1,145	69	28	...	1	...	18,213	281	1,357	39,545	3,858	...	3,664	66,918	24 1 10	6 9 0	83	102	
159	...	...	...	...	...	2,522	...	1,000	2,948	...	...	...	6,470	34 3 9	13 5 6	7	18	
60	...	...	...	...	...	381	...	1,168	858	...	...	...	2,307	36 9 11	6 0 9	...	8	
24	...	...	...	...	...	458	...	600	432	...	...	...	1,490	45 2 5	13 14 1	...	5	
243	...	...	...	...	...	3,361	...	2,668	4,238	...	...	...	10,267	36 0 5	11 12 8	7	31	
...	...	...	...	...	...	...	...	110	115	192	...	...	417	11 9 4	..	...	5	
...	...	...	...	...	...	...	...	...	131	428	...	2	561	29 8 6	...	...	...	12 10

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the				
			In High School.	In Middle School.	Total.			European and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
Sholápur District.	CENTRAL DIVISION—*continued.*																	
	Maintained by Native States.																	
	Akalkot Second Grade ...	1	...	50	50	41	33	...	...	48	2	..	...	50	...	...	...	...
	Mundargi do. ...	1	...	4	4	6	5	...	...	4	...	...	...	4	...	...	...	...
	Total ...	2	...	54	54	47	38	...	...	52	2	...	...	54	...	...	...	...
	Total, Sholápur District ...	8	122	356	478	387	332	20	6	432	13	7	...	478	1	111	1	...
Sátára District.	*Maintained by the Department.*																	
	Sátára High School ..	1	163	148	311	308	254	...	1	296	11	2	1	311	...	155	...	...
	Maintained by Local Fund and Municipal Boards.																	
	2nd Grade Schools ...	4	...	88	88	92	78	...	...	86	2	...	...	88	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards.																	
	Panchgani European and Eurasian High School...	1	8	29	37	33	30	35	2	...	...	..	...	37	11	...	...	...
	Maintained by Native States.																	
	Bhor 2nd Grade School ...	1	6	53	59	51	43	...	...	59	...	...	...	59	...	...	...	...
	Phaltan ,,	1	7	68	75	54	43	...	...	73	2	...	...	75	...	...	...	...
	Jath ,,	1	...	18	18	16	13	...	...	18	...	...	...	18	...	...	...	...
	Total ...	3	13	139	152	121	99	...	...	150	2	...	...	152	...	...	...	...
	Unaided.																	
	New English School, Sátára	1	91	92	183	166	142	3	...	180	...	...	...	183	...	...	...	...
	Total, Sátára District ...	10	275	496	771	720	603	38	3	712	15	2	1	771	11	155	...	...
Ratnágiri District.	*Maintained by the Department.*																	
	Ratnágiri High School ...	1	142	120	262	243	203	...	1	253	8	...	...	262	...	114	...	...
	Maintained by Local Fund and Municipal Boards.																	
	2nd Grade Schools ...	2	...	103	103	87	69	...	...	100	3	...	...	103	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards.																	
	S. P. G. Mission Anglo-Vernacular School, Dapoli	1	10	82	92	42	33	...	10	82	...	...	...	92	3	7	...	...
	Private English School, Guhágar	1	15	32	47	38	32	...	...	47	...	...	...	47	...	...	...	...
	Total ...	2	25	114	139	80	65	...	10	129	...	...	...	139	3	7	...	...

FORM No. 2—*continued.*

31st March learning.						Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Hebrew.	Kánarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenue of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*f*	8*g*	8*h*	8*i*	8*j*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	...	...	...	...	56	...	438	...	494	12 0 9	...	...	3	
...	...	...	...	...	...	...	Expenditure is included in Primary Schools as it cannot be separated.											
...	...	...	...	...	...	...	...	...	56	...	438	...	494	10 8 2	...	...	3	
243	...	...	...	...	...	3,361	—	2,778	4,540	620	438	2	11,739	30 5 4	8 10 11	7	39	
156	...	...	...	...	...	6,233	...	...	4,453	...	...	...	10,686	34 11 1	20 3 10	14	37	
...	...	...	...	...	...	...	...	500	420	...	...	...	920	10 0 0	...	...	6	
...	...	...	...	...	...	1,000	...	...	1,427	...	...	32	2,459	74 8 3	30 4 10	1	2	Boys. Girls. 23 14
...	...	...	...	...	...	...	713	...	...	...	...	...	713	13 15 8	...	...	4	
...	...	...	...	...	...	...	...	...	...	...	1,012	...	1,012	18 11 10	...	...		
...	...	...	...	...	...	...	...	...	...	...	125	...	125	7 13 0	...	...		
...	...	...	...	...	...	...	713	...	...	...	1,137	...	1,850	15 4 8	...	...	4	
...	...	...	...	...	...	...	...	...	1,630	10	...	68	1,708	10 4 8	...	...	...	
156	...	...	...	...	...	7,233	713	500	7,930	10	1,137	100	17,623	24 7 7	10 0 9	15	49	
148	...	...	...	...	...	4,604	...	...	3,993	...	...	...	8,597	35 6 1	18 11 0	16	25	
...	...	...	...	...	...	...	...	205	463	—	...	...	668	7 10 10	...	...	1	
92	...	...	...	...	...	...	...	—	365	...	...	410	775	18 7 3	...	...	2	
...	...	...	...	...	...	...	...	...	391	...	...	...	391	10 4 8	...	...	5	
92	...	...	...	...	...	...	...	...	756	...	...	410	1,166	14 9 2	...	...	7	

SUBSIDIARY

District or State	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans	Pársis	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
Ratnágiri District—*continued.*	CENTRAL DIVISION—*continued.*																	
	Maintained by Native States.																	
	Sávantvádi High School.	1	78	112	190	175	146	..	6	176	8	...	...	190	2	74	2	...
	Unaided.																	
	Anglo-Vernacular School, Ratnágiri	1	...	45	45	37	30	...	...	45	...	...	...	45	...	...	...	...
	Total, Ratnágiri District ...	7	245	494	739	622	513	...	17	703	19		...	739	5	195	2	...
Thána District.	*Maintained by the Department.*																	
	Byrámji Jijibhoy's High School, Thána	1	144	148	292	265	225	...	10	251	6	15	10	292	...	92	38	..
	Kalyán 1st Grade School	1	31	59	90	87	76	...	..	82	2	6	...	90	...	31	..	...
	Total ..	2	175	207	382	352	301	...	10	333	8	21	10	382		123	38	...
	Maintained by Local Fund and Municipal Boards.																	
	2nd Grade Schools ..	7	10	184	194	176	145	...	40	144	2	8	...	194	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards.																	
	Saint Stanislaw's Boy's School, Bandora	1	...	260	260	279	255	...	240	6	3	11		260	..	..	...	...
	Saint Thomas English-Teaching School of the Saint Andrew's Society, Bandora ..	1	...	127	127	125	78	...	84	38	4	1	...	127	...	...	...	...
	Total ..	2	...	387	387	404	333	...	324	44	7	12	...	387	...		...	
	Total, Thána District ...	11	185	778	963	932	779	...	374	521	17	41	10	963	...	123	38	
Kolába District.	*Maintained by Local Fund and Municipal Boards.*																	
	2nd Grade Schools ...	6	...	165	165	145	121	...	...	161	1		3	165	...	...		...
	Aided by the Department or by Local Fund or Municipal Boards.																	
	Free Church Mission Anglo-Vernacular School, Alibág	1	42	74	116	105	83	...	2	108	2	...	4	116	...	31	...	...
	American Mission Anglo-Vernacular School, Roha	1	11	47	58	35	30	...	1	49	3	1	4	58	...	11	...	
	Total	2	53	121	174	140	113	...	3	157	5	1	8	174	...	42	...	..
	Total, Kolába District .	8	53	286	339	285	234	...	3	318	6	1	11	339	...	42	..	..

FORM No. 2—*continued.*

March learning.						Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks
Marathi.	Gujarati.	Hindustani.	Hebrew.	Kánarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenue of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*f*	8*g*	8*h*	8*i*	8*j*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
122	...	...	...	...	...	...	2,281	...	1,616	...	...	25	3,922	22 6 7	...	6	16	
...	...	...	...	...	...	...	...	...	31	...	...	..	31	0 13 5	...	...	...	
352	...	...	...	...	...	4,604	2,281	205	6,859	..	..	435	14,384	23 2 0	7 6 5	22	49	
162	...	...	...	...	...	2,266	...	...	5,370	...	...	...	7,636	28 13 0	8 8 10	9	22	
59	...	...	...	...	...	1,481	...	1,200	1,239	...	...	...	3,920	45 0 11	17 0 4	8	...	
221	...	...	...	...	...	3,747	...	1,200	6,609	...	...	...	11,556	32 13 3	10 10 4	17	22	
...	...	...	...	...	...	...	...	32	1,222	28	...	...	1,282	7 4 7	...	4	...	
33	...	...	...	...	...	4,553	...	...	1,524	167	...	3,003	9,247	33 2 4	16 5 1	...	6	
...	...	...	...	...	..	312	...	...	435	98	...	...	845	6 12 2	2 7 11	...	...	
33	...	...	...	...	...	4,865	...	...	1,959	265	...	3,003	10,092	24 15 8	12 0 8	...	6	
254	...	...	...	...	...	8,612	...	1,232	9,790	293	...	3,003	22,930	24 9 8	9 3 10	21	28	
...	...	...	...	...	...	...	...	265	878	...	...	...	1,143	7 14 1	...	...	...	
85	...	...	...	..	...	593	...	...	831	187	...	2,182	3,793	36 2 0	5 10 4	...	...	
58	...	...	...	...	...	234	...	...	310	70	..	543	1,157	33 0 11	6 11 0	...	3	
143	...	...	...	...	...	827	...	...	1,141	257	...	2,725	4,950	35 5 9	5 13 6	...	3	
143	...	...	...	...	...	827	...	265	2,019	257	...	2,725	6,093	21 6 1	2 14 5	...	3	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the					
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.	Marathi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f
ISLAND OF BOMBAY.	CENTRAL DIVISION—*continued.*																		
	Maintained by the Department.																		
	Elphinstone High School, Bombay	1	964	...	964	925	862	...	3	574	33	350	4	964	68	374	481	...	15
	Fort Branch 1st Grade School	1	...	238	238	231	208	...	...	64	4	170	...	238	...	...	...	...	...
	Jagannáth Shankarshet School	1	...	290	290	278	253	...	...	288	1	...	1	290	...	...	...	...	290
	Gokuldás Tejpál School ...	1	...	253	253	231	215	...	...	203	6	44	...	253	...	...	...	...	...
	Phanasvádi School ...	1	...	446	446	400	365	...	...	442	2	...	2	446	...	...	...	...	446
	Chandanvádi School ...	1	...	283	283	269	239	...	...	148	17	118	...	283	...	...	...	...	...
	Total ..	6	964	1,510	2,474	2,334	2,142	...	3	1,719	63	682	7	2,474	68	374	481	...	751
	Maintained by Local Fund and Municipal Boards.																		
	Maráthi 2nd Grade Schools	3	...	143	143	159	125	...	...	137	4	...	2	143	...	...	...	...	...
	Gujaráti 2nd Grade Schools	3	...	88	88	94	84	...	...	86	...	2	...	88	...	...	...	...	...
	Total ..	6	...	231	231	253	209	...	...	223	4	2	2	231	...	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards.																		
	St. Mary's Institution (European and Eurasian), Mázgaon	1	9	201	210	206	192	210	...	...	...	...	...	210	66	..	...	...	...
	St. Mary's Institution (English Teaching School), Mázgaon ...	1	72	264	336	337	317	...	250	29	19	35	3	336	126	6	3	...	3
	Bombay Scottish Education Society's John Connon High School, Fort	1	15	58	73	71	61	67	4	..	...	2	...	73	13	...	...	...	...
	Bombay Scottish Education Society's High School, Byculla... ...	1	31	136	167	153	135	143	10	...	...	...	14	167	45	...	...	...	...
	The Bombay Scottish Orphanage, Máhim ...	1	8	69	77	77	73	76	1	...	...	...	...	77	...	...	.	...	32
	St. Xavier's Boys' School, Esplanade, Bombay ...	1	..	910	910	963	890	34	668	95	36	77	...	910	168	3	..	...	1
	Education Society's Boys' School, Byculla... ...	1	5	153	158	161	140	158	...	...	...	..	..	158	...	....	...	...	...
	Robert Money Institution, Esplanade	1	79	76	155	262	218	...	10	129	1	...	15	155	4	16	...	...	135
	General Assembly's Institution, Kálbádevi Road.	1	137	94	231	276	216	...	18	206	7	...	...	231	...	38	...	...	216
	Free General Assembly's Institution, Khetvádi, Bombay	1	174	116	290	236	208	...	12	202	30	42	4	290	25	71	47	4	175
	Sir J. J. Pársi Benevolent Institution, Fort ...	1	224	248	472	418	390	...	...	...	...	472	...	472	...	...	223	...	...
	St. Peter's Boys' School, Mázgaon...	1	5	68	73	68	60	64	9	...	...	...	...	73	30	...	...	...	...
	Antonio da Silva's Anglo-Portuguese School, Lower Máhim	1	2	337	339	313	234	..	256	69	3	11	...	339	29	...	...	64	...
	Cathedral High School, Esplanade	1	35	119	154	144	102	135	6	...	1	...	12	154	85	...	...	...	...
	Bombay High School, Chira Bázár, Chandanvádi	1	87	95	182	174	160	...	...	17	2	163	...	182	2	...	78	...	...
	Bombay Private English School, Breach Candy Road	1	65	84	149	141	103	...	...	147	1	...	1	149	3	38	...	...	108
	Indo-British Institution, Sonápur	1	...	53	53	55	51	50	3	...	...	...	...	53	8	...	...	...	...
	Methodist School, Mázgaon	1	...	59	59	79	55	11	43	2	3	...	...	59	...	...	...	...	...
	Frámji Nasarvánji Anglo-Vernacular School, Khetvádi	1	..	85	85	94	85	...	...	4	...	81	...	85	...	...	...	...	...

FORM No. 2.—*continued.*

31st March learning.					Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Gujarátí.	Hindustání.	Hibrew.	Kánarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. & Anglo-Vernacular Standard III.)	
8*g*	8*h*	8*i*	8*j*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
20	4	1	1	...	9,591	...	...	37,076	...	...	4,902	51,569	55 12 0	10 5 11	68	...	
238	...	...	...	...	811	...	....	6,787	...	...	...	7,598	32 14 3	3 8 2	..	22	
...	...	...	...	...	545	...	...	4,383	...	...	...	4,928	17 11 8	1 15 4	...	51	
253	...	...	...	...	452	...		4,503	300	...	525	5,780	25 0 4	1 15 4	...	14	
...	...	...	...	...	36	...	...	6,165	...	...	..	6,201	15 8 0	0 1 5	...	88	
283	...	...	...	...	—983	...	...	5,057	...	...	...	4,074	15 2 3	.....	...	26	
794	4	1	1	...	10,452	...	...	63,971	300	...	5,427	80,150	34 5 5	4 7 8	68	201	
...	...	...	...	...	...	...	407	936	...	...	...	1,343	8 7 1	.....	...	10	
...	...	...	...	...	...	...	...	302	...	...	...	302	3 3 5	.....	...	...	
...	...	...	...	...	...	...	407	1,238	...	...	...	1,645	6 8 0	.....	..	10	
...	...	...	...	...	3,393	...	...	3,465	200	...	...	7,058	34 4 2	16 7 6	32	13	
1	...	...	...	...	3,531	...	...	6,075	320	...	...	9,926	29 7 3	10 7 8		10	
																	Boys. Girls.
...	...	...	...	11	1,343	...	...	3,589	...	...	2,714	7,646	107 11 1	18 14 8	2	1	39 34
...	...	...	...	22	3,792	...	...	8,117	...	...	...	11,909	77 13 5	24 12 7	...	6	111 56
...	...	...	...	...	1,459	...	...	4,276	4,523	...	1,791	12,049	156 7 8	18 15 2	...	7	44 33
...	...	...	...	...	5,760	...	...	12,763	380	...	6,978	25,881	26 14 0	5 15 8	...	2	
...	76	...	...	...	2,760	...	...	631	1,538	...	10,293	15,222	94 8 8	17 2 4	...	14	
...	...	...	..	...	1,802	...	...	4,576	...	...	52	6,430	24 8 8	6 14 1	4	2	
...	...	...	...	...	1,694	...	...	3,969	...	...	7,532	13,195	47 12 11	6 2 2	5	13	
68	33	3	8	...	1,331	...	...	4,677	...	...	2,622	8,630	36 9 1	5 10 3	19	5	289 1
248	...	...	...	1	2,824	...	...	463	1,344	...	9,077	13,708	32 12 9	6 12 1	16	48	
...	...	...	...	...	544	...	...	5,270	4,576	...	240	10,630	156 5 2	8 0 0	1	...	
...	...	...	...	...	2,917	...	....	1,884	...	...	982	5,783	18 7 7	9 5 1	...	...	
...	...	...	...	...	2,107	...	...	6,229	1,062	...	354	9,752	67 11 7	14 10 1	9	8	
102	...	...	..	...	...	....	...	3,189	...	...	1,241	4,430	25 7 4	.....	4	10	
...	...	...	...	...	478	...	...	1,115	270	...	597	2,460	17 7 2	3 6 3	2	7	
...	...	...	...	...	487	...	...	...	2,246	...	1,436	4,169	75 12 9	8 13 8	...	...	
...	...	...	...	...	454	...	...	800	486	...	...	1,740	22 0 5	5 11 11	...	2	36 23
85	...	...	...	...	625	...	...	860	...	...	540	2,025	21 8 8	6 10 5	...	7	

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st					
			In High School.	In Middle School.	Total.			Europeans and Eurasians	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.	Marátha.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f
ISLAND OF BOMBAY—*continued.*	CENTRAL DIVISION—*continued.*																		
	Israelite School of the Anglo-Jewish Association, Bombay ...	1	16	30	46	42	35	...	...	...	...	..	46	46			...	...	46
	Anjuma-in-Islám Anglo-Vernacular School, old Nágpáda	1	24	117	141	145	122	...	...	...	141	...	...	141	...	...	24	...	...
	American Mission Anglo-Vernacular School, Byculla	1	14	21	35	36	31	...	33	...	...	...	2	35	...	12	..	...	33
	Victoria Anglo-Vernacular School, Fort ..	1	...	25	25	21	19	...	...	13	...	12	...	25	..	...	...	...	...
	Khotvádi Anglo-Vernacular Schoool, 1st Lane..	1	...	23	23	20	16	...	...	...	...	23	...	23	...	...	...	...	..
	Honourable Rastamji Jamsetji Jijibhoy's Anglo-Vernacular School, Dhobi Talav ...	1	...	182	182	61	57	...	...	...	...	182	...	182	.	...	...	...	...
	B. B. & C. I. Railway Company's European and Eurasian Day-School, Parel	1	...	52	52	48	38	35	17	..	...	...	...	52	...	...	..	...	...
	S. P. G. Mission Persian, Hindustáni and English School, Duncan Road ..	1	...	73	73	75	49	...	...	9	64	...	...	73	...	...	...	...	
	Mugbhát Private Anglo-Vernacular School . .	1	.	74	74	64	51	...	...	74	. .	...	...	74	...	...	...	...	74
	Pársi Seminary Anglo-Vernacular School ...	1	...	22	22	31	23	...	...	1	4	17	...	22	...	...	...	...	.
	Manoharji Cowasji Kutár's Anglo-Vernacular School, Govália Tank, Bombay	1	...	12	12	10	8	...	...	4	...	8	..	12	..	...	...		..
		30	1,002	3,856	4,858	4,781	4,139	983	1,340	1,001	312	1,125	97	4,858	604	184	375	68	823
	Unaided.																		
	Gokuldás Tejpál Seminary, Bombay	1	...	172	172	173	147	...	...	98	72	2	..	172	...	...	..	...	...
	Prabhu Seminary, Bombay ...	1	13	85	98	95	71	...	...	98	...	...	...	98	5	...	...	...	...
	J. D. Bhendi Bázár School, Bombay	1	...	44	44	46	39	...	...	24	4	16		44	...	...	...	...	...
	J. D. Khetvádi School, Bombay	1	...	60	60	61	51	...	...	20	3	37	...	60	...	...	...	...	...
	Proprietary School, Bombay ...	1	427	150	577	563	477	...	..	53	12	512	...	577	2	...	267	..	.
	Fort High School, Bombay ..	1	397	303	700	687	628	...	...	113	58	529	...	700	10	...	250	..	...
	Fort Imperial High School, Bombay ...	1	2	27	29	34	19	..	...	1	2	26	..	29	...	...	11	...	...
	Total ...	7	839	841	1,680	1,659	1,432	...	...	407	151	1,122	...	1,680	17	...	528	..	...
	Total, Island of Bombay...	49	2,805	6,438	9,243	9,027	7,922	983	1,343	3,350	530	2,931	106	9,243	689	558	1,384	68	1,574
	Total, Maintained by the Department	16	2,042	2,485	4,527	4,246	3,777	1	28	3,514	142	820	22	4,527	73	1,176	653	...	1,709
	Total, Maintained by Local Fund and Municipal Boards	31	10	939	949	905	739	..	40	874	20	10	5	949	...	...	...	...	...
	Total, Aided by the Department or by Local Fund or Municipal Boards	46	1,005	5,671	7,666	7,384	6,370	1,247	1,833	2,889	378	1,192	127	7,666	717	906	453	68	2,046
	Total, Maintained by Native States	7	91	313	404	351	289	...	6	386	12	...	...	404	2	74	2	..	112
	Total, Unaided School .	9	930	978	1,908	1,862	1,604	3	...	632	151	1,122	...	1,908	17	...	528	...	..
	Grand Total, English Schools, Central Division	109	5,068	10,386	15,454	14,748	12,779	1,251	1,907	8,295	703	3,144	154	15,454	809	2,156	1,636	68	3,867

FORM No. 2—*continued.*

March learning.					Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.	
Gujarati.	Hindustani.	Hebrew.	Khanese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III.)		
8g	8h	8i	8j	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13		14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				
...	...	46	...	...	500	...	...	...	1,100	...	...	1,600	38 1 6	11 14 6	...	4		
...	117	...	...	...	5,658	...	..	...	...	...	...	5,658	39 0 4	39 0 4	...	..	Boys.	Girls.
...	...	..	...	...	395	...	...	85	...	...	1,600	2,080	57 12 5	10 15 7	...	4	26	9.
...	...	...	...	...	...	...	...	304	...	...	28	332	15 12 11	.....	...	...		
23	...	...	...	...	47	39	...	26	...	...	...	112	5 9 7	2 5 7	...	...		
62	...	...	...	...	830	...	...	50	...	...	773	1,653	27 1 7	13 9 8	...	...		
...	...	...	...	...	626	...	...	541	116	...	2,302	3,585	74 11 0	13 0 8	..	...	27	25.
...	73	...	...	...	...	247	..	296	418	..	...	961	12 13 0	.....	...	4		
...	...	...	...	...	...	283	...	660	...	..	33	976	15 4 0	.....	...	8		
22	...	...	...	...	...	...	...	312	...	...	...	312	10 1 0	.....	...	2		
12	...	...	...	...	...	22	...	80	...	...	56	158	15 12 10	.....	...	...		
623	299	49	8	34	45,357	591	...	74,302	18,579	...	51,241	1,90,070	39 12 1	9 7 10	94	177		
...	...	...	...	...	...	...	...	1,149	...	...	778	1,927	11 2 3	.....	...	...		
...	...	...	...	...	...	...	...	996	192	...	...	1,188	12 8 1	.....	...	...		
...	...	...	..	...	...	...	...	...	...	...	600	600	13 0 8	.....	...	5		
...	...	...	...	...	...	...	...	...	...	...	482	482	7 14 5	.....	...	6		
308	...	...	..	...	...	...	...	12,000	...	...	...	12,000	21 5 0	.....	23	...		
303	...	...	...	...	...	...	...	17,858	...	...	...	17,858	25 15 11	.....	26	...		
1	...	...	...	...	...	...	Information not given.				...	...	.....	.....	1	...		
612	...	...	...	...	...	...	...	32,003	192	...	1,860	34,055	20 8 5	.....	50	11		
2,029	303	50	9	34	55,809	591	407	1,71,514	19,071	...	58,528	3,05,920	33 14 3	6 2 11	212	399		
863	32	1	1	...	38,015	...	3,868	99,847	792	...	5,427	1,47,949	34 13 6	8 15 3	162	369		
...	...	...	...	...	...	...	1,916	4,659	220	...	...	6,795	7 8 2	.....	...	33		
623	299	49	9	34	60,644	591	960	1,02,355	22,895	...	61,077	2,48,522	33 10 6	8 3 5	142	232		
...	...	...	...	...	...	3,275	..	1,672	...	1575	25	6,547	18 10 5	.....	6	24		
612	...	...	...	...	...	...	...	33,664	202	...	1,928	35,794	19 3 7	.....	50	11		
2,098	331	50	10	34	98,659	3,866	6,744	2,42,197	24,109	1575	68,357	4,45,607	30 3 5	6 11 0	360	669		

SUBSIDIARY.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the						
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammedans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.	Hebrew.	French.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f	8g
KHÁNDESH.	NORTH-EAST DIVISION. *Maintained by the Department.* Dhulia High School ...	1	130	141	271	239	219	...	2	258	7	4	...	271	...	110	...	...	...	...
	Maintained by Local Funds and Municipal Boards. 2nd Grade Anglo-Vernacular Schools ...	17	11	471	482	459	376	...	1	462	17	1	1	482	...	...	...	...	...	...
	Aided by the Department or by Local Funds or Municipal Boards. None	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Unaided. None	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	18	141	612	753	698	595	...	3	720	24	5	1	753	...	110	...	...	...	...
AHMEDNAGAR.	*Maintained by the Department.* Ahmednagar High School.	1	132	...	132	119	106	2	2	115	8	5	...	132	2	59	40	...	...	...
	Do. 1st Grade Anglo-Vernacular School	1	...	172	172	156	142	..	3	143	18	5	3	172	...	...	...	...	...	...
	Maintained by Local Funds and Municipal Boards. 2nd Grade Anglo-Vernacular Schools	5	...	123	123	126	101	...	...	121	2	...	...	123	...	...	...	...	...	...
	Aided by the Department or by Local Funds or Municipal Boards. American Mission High School, Ahmednagar ...	1	21	94	115	114	92	...	16	78	14	7	...	115	...	44	37	...	...	...
	S. P. G. Mission Anglo-Vernacular School, Nagar	1	..	34	34	30	28	...	34	...	...	...	...	34	...	...	...	...	...	...
	Unaided. None	...	...	...	...	..	...	...	...	...	..	...	...	...	...	...	...	...	...	...
	Total ...	9	153	423	576	545	469	2	55	457	42	17	3	576	2	103	77	...	...	...
NÁSIK.	*Maintained by the Department.* Násik High School ...	1	123	228	351	310	279	...	1	334	16	...	...	351	...	98	14	...	...	...
	Maintained by Local Funds and Municipal Boards. 2nd Grade Anglo-Vernacular Schools	6	15	210	225	224	176	...	...	216	6	2	1	225	...	15	...	...	...	...
	Aided by the Department or by Local Funds or Municipal Boards. St. Joseph's English-Teaching School, Igatpuri	1	5	63	68	64	45	1	38	3	3	18	5	68	11	...	...	...	...	..
	C. M. S's. Anglo-Vernacular School, Manmád	1	3	20	23	19	16	...	5	16	1	1	...	23	...	...	...	...	...	...
	Unaided. None	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ..	9	146	521	667	617	516	1	44	569	26	21	6	667	11	113	14	...	...	...
	Total Schools, Maintained by the Department ..	4	385	541	926	824	746	2	8	850	49	14	3	926	2	267	54	..	...	.
	Total Schools, Maintained by Local Funds and Municipal Boards ...	28	26	804	830	809	653	...	1	799	25	3	2	830	...	15	...	...		...
	Total Schools, Aided by the Department or by Local Funds or Municipal Boards	4	102	138	240	227	181	1	93	97	18	26	5	240	11	44	37	...	...	...
	Total, Unaided ...	...	...	...	...	...	...	...	...	..	...	...	..	...	.	...	...	...	...	...
	Grand Total, North-East Division ...	36	513	1,483	1,996	1,960	1,580	3	102	1,746	92	43	10	1,996	13	326	91	...	...	...

FORM No. 2—*continued.*

(31st March learning.					Expenditure.									Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Kanarese.	Portuguese.	Provincial Revenue.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenue of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. & Anglo Vernacular Standard III).	
8*h*	8*i*	8*j*	8*k*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9*h*	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
161	...	...	..	...	5,532	...	...	3,272	...	...	...	965	9,769	40 13 11	23 2 3	10	17	
482	...	...	...	...	...	...	...	1,369	2,964	359	...	...	4,692	10 3 6	...	...	26	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	..	...	...	
643	...	...	...	...	5,532	...	...	4,641	2,964	359	...	965	14,461	21 11 6	7 14 9	10	43	
31	...	...	...	..	4,565	...	...	2,387	240	...	...	...	7,192	60 6 11	38 5 9	6	...	
131	...	41	...	...	1,399	...	...	1,642	300	...	...	...	3,341	21 6 8	8 15 5	...	4	
123	..	..	...	...	...	5	...	1,037	...	...	...	...	1,042	8 4 4	...	...	13	
39	...	...	...	7	621	...	...	1,153	...	...	...	3,537	5,311	46 9 4	5 7 1	5	...	
...	...	...	...	...	211	...	...	..	...	...	...	...	211	7 0 6	7 0 6	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
324	..	41	...	7	6,796	5	...	6,219	540	...	...	3,537	17,097	31 5 11	12 7 6	11	20	
219	...	20	...	...	4,180	...	...	4,527	420	...	...	...	9,127	29 7 0	13 7 8	11	14	
210	...	...	...	..	...	173	...	305	2,098	284	...	...	2,860	12 12 3	...	...	6	
...	...	...	...	...	323	...	..	100	...	94	...	20	537	8 6 3	5 0 9	...	...	
22	1	...	...	...	177	...	...	96	...	...	...	382	655	34 7 7	9 5 0	...	3	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
451	1	20	.	...	4,680	173	...	5,028	2,518	378	...	402	13,179	21 5 9	7 9 4	11	23	
542	...	61	...	...	15,676	...	...	11,828	960	...	...	965	29,429	35 11 5	19 0 4	27	35	
815	...	...	...	...	...	178	...	2,711	5,062	643	...	...	8,594	10 9 11	...	...	45	
61	1	...	..	7	1,332	...	...	1,349	...	94	...	3,939	6,714	29 9 2	5 13 10	5	6	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	..	...	
1,418	1	61	..	7	17,008	178	...	15,888	6,022	737	...	4,904	44,737	26 15 2	10 3 11	32	86	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the						
			In High Schools.	In Middle Schools.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.	Hebrew.	French.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8g	8f
	NORTHERN DIVISION.																			
	Maintained by the Department.																			
Ahmedabad	Ahmedabad High School	1	311	...	311	279	251	...	...	277	8	25	1	311	...	213	70	...	...	...
	Ahmedabad Branch School No. 1	1	...	187	187	178	161	...	...	179	4	3	1	187	...	...	...	...	...	...
	Ahmedabad Branch School No. 2	1	...	177	177	166	154	...	...	173	3	...	1	177	...	...	...	...	...	...
	Viramgám 1st Grade Anglo-Vernacular School	1	11	61	72	63	46	...	...	70	1	1	...	72	...	11	...	...	...	...
	Dholka 1st Grade Anglo-Vernacular School	1	...	36	36	40	30	...	...	36	...	...	...	36	...	...	...	...	...	...
	Total	5	322	461	783	726	642	...	..	735	16	29	3	783	...	224	70	...	...	...
	Aided by the Department or Local or Municipal Boards.																			
	Ahmedabad Mission High School	1	235	245	480	422	337	...	10	403	20	37	10	480	8	185	77	...	...	...
	Ahmedabad St. John's English-Teaching School	1	...	29	29	25	21	9	20	...	...	...	...	29	...	...	..	...	...	...
	Total	2	235	274	509	447	358	9	30	403	20	37	10	509	8	185	77	...	...	...
	Total for the District	7	557	735	1,292	1,173	1,000	9	30	1,138	36	66	13	1,292	8	409	147	...	...	...
	Maintained by the Department.																			
Broach	Broach High School	1	174	204	378	351	301	...	...	228	10	140	...	378	...	65	99	...	...	...
	Anklesvar 1st Grade Anglo-Vernacular School	1	22	47	69	72	59	...	...	53	4	12	...	69	...	18	3	...	...	...
	Total for the District	2	196	251	447	423	360	...	...	281	14	152	...	447	...	83	102	...	...	...
	Maintained by the Department.																			
Kaira	Nadiád High School	1	204	177	381	291	247	...	...	365	14	2	...	381	...	77	...	...	...	...
	Kaira 1st Grade Anglo-Vernacular School	1	...	54	54	50	41	...	...	51	2	1	...	54	...	...	...	...	...	...
	Total	2	204	231	435	341	288	...	...	416	16	3	..	435	...	77	...	...	...	...
	Aided by the Department or Local or Municipal Board.																			
	Umreth 1st Grade Anglo-Vernacular School	1	...	69	69	51	39	...	...	67	2	...	...	69	...	...	...	...	...	...
	Mahudha 1st Grade Anglo-Vernacular School	1	2	24	26	31	24	...	...	25	1	...	...	26	...	2	...	...	...	...
	Total	2	2	93	95	82	63	...	...	92	3	...	...	95	...	2	...	...	...	...

FORM No. 2—*continued.*

31st March learning.					Expenditure.									Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Kánarese.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*h*	8*i*	8*j*	8*k*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9*h*	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
2	26	...	...	...	9,184	...	...	4,213	2,400	...	...	...	15,797	56 9 4	32 14 4	33	...	
...	187	...	...	...	269	..	...	1,246	1,104	..	...	...	2,619	14 11 3	1 8 2	...	27	
...	177	...	...	...	1,065	...	...	1,142	846	...	...	...	3,053	18 6 10	6 6 10	...	19	
...	61	...	...	...	548	...	...	200	1,140	...	...	...	1,888	30 1 0	8 11 7	...	10	
...	36	...	..	...	372	...	...	139	480	...	...	...	991	24 15 5	9 5 11	...	6	
2	487	...	...	...	11,438	...	...	6,940	5,970	...	...	...	24,348	33 9 0	15 12 3	33	62	
...	480	...	...	...	2,094	...	...	4,180	...	...	...	2,620	8,894	21 1 4	4 15 5	4	26	
...	...	...	...	...	186	...	...	117	...	...	...	193	496	19 3 7	7 3 4	...	...	Boys. Girls. 25 4
...	480	...	...	...	2,280	...	...	4,297	...	...	...	2,813	9,390	20 15 8	5 1 6	4	26	
2	967	...	...	...	13,718	...	...	11,237	5,970	...	...	2,813	33,738	28 12 2	11 11 1	37	88	
...	214	...	...	...	3,906	...	...	5,811	600	...	...	...	10,317	29 5 5	11 1 8	7	44	
...	48	...	...	...	356	...	...	616	720	...	...	...	1,692	23 7 6	4 15 0	...	9	
...	262	...	...	...	4,262	...	...	6,427	1,320	...	...	...	12,009	28 5 5	10 0 11	7	53	
...	201	...	...	...	3,821	...	...	4,891	240	...	...	..	8,952	34 3 5	13 2 2	11	55	
...	54	...	...	...	513	...	...	426	180	...	...	...	1,119	22 3 3	10 2 10	...	9	
...	255	...	...	...	4,334	...	...	5,317	420	...	...	...	10,071	29 8 1	12 11 2	11	64	
..	69	...	...	...	212	...	...	208	...	123	...	...	543	10 9 0	4 2 0	...	3	
...	24	...	...	...	...	...	...	240	...	14	...	...	254	8 1 0	.....	...	...	
...	93	...	...	...	212	...	...	448	...	137	...	...	797	9 9 10	2 8 11	...	3	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on the 31st March.						Number of Scholars on the						
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Parsis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.	Hebrew.	French.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f	8g
KAIRA.—*continued.*	NORTHERN DIVISION —*continued.*																			
	Unaided.																			
	Kapadvanj 1st Grade Anglo-Vernacular School...	1	..	47	47	51	36	...	...	45	2	..	...	47	...	...	...	...	...	...
	Dakor 1st Grade Anglo-Vernacular School ...	1	5	37	42	51	32	...	...	42	...	...	...	42	...	5	...	...	...	...
	Total ...	2	5	84	89	102	68	...	...	87	2	...	...	89	...	5	...	...	...	...
	Total for the District ...	6	211	408	619	525	419	...	...	595	21	3	...	619	...	84	...	...	...	...
SURAT.	*Maintained by the Department.*																			
	Surat High School ...	1	347	...	347	300	263	...	...	289	3	55	...	347	...	129	166	...	...	...
	Surat Branch School ...	1	...	386	386	390	333	...	...	341	18	27	...	386	...	...	...	...	...	...
	Bulsár 1st Grade Anglo-Vernacular School ...	1	52	127	179	160	141	...	1	142	3	33	...	179	...	9	15	...	...	...
	Ránder 1st Grade Anglo-Vernacular School ...	1	2	43	45	44	37	...	...	34	8	3	..	45	...	2	...	...	...	...
	Total ...	4	401	556	957	894	775	...	1	806	32	118	...	957	...	140	181	...	...	...
	Aided by the Department or Local or Municipal Boards.																			
	Surat Mission High School	1	261	244	505	448	371	1	4	355	27	116	2	505	1	58	101	...	...	...
	Surat Sir Jamsedji Jijibhoy 1st Grade Anglo-Vernacular School ...	1	40	111	151	151	127	...	...	...	...	151	...	151	...	...	40	...	...	...
	Surat Mr. Jahángirji M. 1st Grade Anglo-Vernacular School	1	...	73	73	76	59	...	...	48	8	17	...	73	...	...	...	...	...	...
	Abrama 1st Grade Anglo-Vernacular School ...	1	...	26	26	31	24	...	...	25	...	1	...	26	...	...	...	...	...	...
	Chikhli 1st Grade Anglo-Vernacular School ...	1	4	28	32	36	30	...	...	32	...	...	...	32	..	4	...	...	...	...
	Total ...	5	305	482	787	742	611	1	4	460	35	285	2	787	1	62	141	...	...	...
	Total for the District ...	9	706	1,038	1,744	1,636	1,386	1	5	1,266	67	403	2	1,744	1	202	322	...	...	...
CAMP DEESA.	*Maintained by the Department.*																			
	Camp Deesa	1	10	27	37	36	27	...	...	25	3	8	1	37	...	9	...	...	...	...

FORM No. 2—*continued.*

31st March learning.					Expenditure.									Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Kánarese.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenue of Native States.	Other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V, and Anglo-Vernacular Standard III.)	
8*h*	8*i*	8*j*	8*k*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9*h*	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
	47	...	...	...	...	...	...	71	...	...	...	234	305	6 0 3	...	...	3	
...	37	...	...	...	...	...	...	161	...	...	...	1,136	1,297	25 9 4	...	...	7	
...	84	...	...	...	...	...	..	232	...	—	...	1,370	1,602	15 12 9	...	...	10	
...	432	...	...	...	4,546	...	...	5,997	420	137	...	1,370	12,470	23 11 7	8 10 4	11	77	
1	27	...	...	...	9,132	...	...	6,643	...	...	...	...	15,775	52 9 0	30 6 10	28	...	
...	386	...	...	...	2,329	...	...	2,596	1,260	...	...	...	6,185	15 13 9	5 15 7	...	53	
...	155	...	...	...	1,577	...	...	721	600	...	...	540	3,438	21 8 5	9 13 0	...	17	
...	43	...	...	...	450	...	...	135	595	...	...	...	1,180	26 11 2	10 2 11	...	7	
1	611	...	...	...	13,488	...	...	10,095	2,455	...	...	540	26,578	29 11 8	15 1 5	28	77	
...	345	...	...	...	2,582	...	...	4,840	...	...	...	4,235	11,657	25 15 11	5 12 2	9	14	
...	111	...	...	...	1,216	...	...	2	...	...	...	2,146	3,364	22 4 0	8 0 8	...	14	
...	73	...	...	...	254	...	...	271	...	...	...	27	552	7 4 1	3 5 5	...	3	
...	26	...	...	...	...	...	...	246	...	59	...	...	305	9 12 5	...	...	1	
...	28	...	...	...	...	...	...	357	...	69	...	..	426	11 14 11	...	...	3	
...	583	...	...	...	4,052	...	...	5,716	...	128	...	6,408	16,304	21 15 3	5 7 4	9	35	
1	1,194	...	...	...	17,540	...	...	15,811	2,455	128	...	6,918	42,882	26 3 2	10 11 5	37	112	
...	28	...	...	...	310	...	...	201	...	600	...	..	1,111	30 13 9	8 9 9	...	4	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st				
			In High Schools.	In Middle Schools.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
	NORTHERN DIVISION —*continued.*																	
	Maintained by the Native States.																	
Káthiáwár.	Rájkot High School ...	1	178	188	366	360	324	...	...	334	16	16	...	366	...	68	79	...
	Bhávnagar do. ...	1	174	...	174	181	158	...	...	161	1	12	...	174	...	110	59	...
	Junágad do. ...	1	91	150	241	227	195	...	...	237	4	...	...	241	...	88	...	...
	Navánagar do. ...	1	87	112	199	189	167	...	...	189	3	6	1	199	...	76	3	...
	Bhávnagar 1st Grade Anglo-Vernacular School	1	...	380	380	326	299	...	...	364	8	8	...	380	...	...	...	...
	Wadhwán (City) do. ...	1	4	108	112	114	91	...	...	111	1	...	...	112	...	4	...	...
	Limbdi do. ...	1	2	125	127	97	82	...	...	125	2	...	...	127	...	2	...	...
	Morvi do. ...	1	11	84	95	70	56	...	...	94	1	...	...	95	...	11	...	...
	Mahuva do. ...	1	16	71	87	69	56	...	...	70	16	1	...	87	...	16	...	...
	Gondal do. ...	1	...	63	63	58	53	...	1	60	2	...	...	63	...	...	...	...
	Dhrángadra do. ...	1	...	59	59	43	34	...	...	58	1	...	...	59	...	...	...	...
	Porbandar do. ...	1	3	25	28	27	25	...	...	27	1	...	...	28	...	3	...	...
	Dhoráji do. ...	1	..	57	57	41	33	...	...	56	1	...	...	57	...	...	...	...
	Vala do. ...	1	...	21	21	22	15	...	...	21	...	...	...	21	...	...	...	...
	2nd Grade Anglo-Vernacular Schools	6	...	117	117	125	92	...	...	108	8	1	...	117	...	...	...	...
	Total for the District ...	20	566	1,560	2,126	1,949	1,680	...	1	2,015	65	44	1	2,126	...	378	141	...
	Maintained by the Native States.																	
Cutch.	Bhúj High School ...	1	50	...	50	39	34	...	...	49	...	1	...	50	...	13	29	...
	Bhúj 1st Grade Anglo-Vernacular School ..	1	...	94	94	81	70	..	1	84	7	1	1	94	...	...	...	...
	Mándvi do. ...	1	..	48	48	30	25	...	...	46	2	...	...	48	...	...	...	...
	Total ...	3	50	142	192	150	129	...	1	179	9	2	1	192	...	13	29	...
	Maintained by the Native States																	
Pálanpur and Rádhanpur.	Pálanpur 1st Grade Anglo-Vernacular School ..	1	9	61	70	69	57	...	..	56	14	...	...	70	...	...	...	...
	Rádhanpur do. ...	1	4	29	33	32	24	...	...	31	2	...	...	33	...	4	...	...
	Total ...	2	13	90	103	101	81	...	...	87	16	...	...	103	...	4	...	...
	Maintained by the Native States.																	
Mahi Kántha.	2nd Grade Anglo-Vernacular School	1	...	9	9	4	3	.	...	9	...	...	...	9	...	...	...	...
	Maintained by the Native States.																	
Rewa Kántha.	Lunávada 1st Grade Anglo-Vernacular School	1	...	20	20	24	21	...	...	20	...	...	...	20	...	...	...	...
	Nándod do. ...	1	...	59	59	39	28	...	...	59	...	...	...	59	...	...	...	...
	Total ...	2	..	79	79	63	49	..	...	79	...	...	...	79	...	...	...	...
	Maintained by the Native States.																	
Surat Agency.	2nd Grade Anglo-Vernacular School	2	1	40	41	47	39	...	...	32	2	5	2	41	...	...	...	...
	Maintained by the Department or other Departments of Government.																	
Baroda Agency.	Navsári 1st Grade Anglo-Vernacular School ...	1	25	146	171	156	135	...	...	108	3	60	...	171	...	15	10	...

FORM No. 2—*continued.*

March learning.		Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III).	
8f	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	219	...	...	4,253	...	...	9,978	...	14,231	39 7 11	...	8	33	
...	5	...	...	1,472	...	...	8,664	...	10,136	56 0 6	...	9	...	
...	153	...	...	1,504	...	...	7,298	...	8,802	38 13 4	...	8	31	
...	120	...	...	536	...	...	6,827	...	7,363	38 14 0	...	6	17	
...	380	...	...	1,631	...	...	4,126	...	5,757	17 10 6	...	...	57	
...	108	...	...	309	...	...	1,443	16	1,768	15 7 8	...	...	15	
...	125	...	...	262	...	...	1,526	457	2,245	23 2 3	...	...	16	
...	84	...	...	185	...	...	1,638	41	1,864	26 11 3	...	...	10	
...	71	...	...	94	...	...	1,350	276	1,720	24 14 10	...	...	15	
...	63	...	...	115	...	...	1,560	49	1,724	29 13 3	...	...	11	
...	59	...	...	113	...	...	420	25	558	13 1 1	...	...	4	
...	25	...	...	...	...	...	...	...	...	...	...	...	...	
...	57	...	...	72	...	...	275	109	456	11 3 3	...	...	...	
...	21	...	...	...	...	...	612	...	612	27 13 1	...	...	4	
...	117	...	...	245	...	...	1,206	32	1,483	11 0 0	...	...	2	
...	1,607	...	...	10,791	...	...	46,923	1,005	58,719	30 2 0	...	31	215	
...	8	...	...	244	...	...	4,191	...	4,435	113 11 6	...	4	...	
...	94	...	...	240	...	...	1,930	...	2,170	26 11 9	...	...	9	
...	48	...	...	104	...	29	1,024	...	1,157	38 0 11	...	...	4	
...	150	...	...	588	...	29	7,145	...	7,762	51 7 0	...	4	13	
...	70	...	...	114	...	...	1,143	...	1,257	18 3 6	...	...	5	
...	29	...	...	...	...	2	961	...	963	29 14 6	...	...	3	
...	99	...	...	114	...	2	2,104	...	2,220	21 15 0	...	...	8	
...	9	...	...	...	...	22	442	32	496	105 8 6	...	...	...	
...	20	...	...	88	...	...	152	...	240	9 15 4	...	...	1	
...	59	...	...	100	...	...	480	...	580	14 12 9	...	...	2	
...	79	...	...	188	...	...	632	...	820	12 15 3	...	...	3	
...	41	...	...	35	...	...	1,139	...	1,174	24 15 8	...	...	3	
...	146	351	...	729	...	...	...	420	1,500	9 9 2	2 3 10	...	14	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.
1	2	3	4a	4b	4c	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
BARODA AGENCY.	NORTHERN DIVISION —*continued.*																	
	Unaided.																	
	Sir Kávasji J. High School, Navsári ...	1	91	...	91	79	70	...	...	22	1	68	...	91	...	5	80	...
	Total Baroda Agency...	2	116	146	262	235	205	...	...	130	4	128	...	262	...	20	90	...
	Total, Maintained by the Department	15	1,158	1,672	2,830	2,577	2,228	...	1	2,371	84	370	4	2,830	...	548	363	...
	Total, Maintained by the Native States ...	30	630	1,920	2,550	2,316	1,983	...	2	2,401	92	51	4	2,550	...	395	170	...
	Total, Aided by the Department or by the Local Fund or Municipal Boards	9	542	849	1,391	1,273	1,033	10	34	955	58	322	12	1,391	9	249	218	...
	Unaided	3	96	84	180	180	138	...	...	109	3	68	...	180	...	10	80	...
	Grand Total, Northern Division ...	57	2,426	4,525	6,951	6,346	5,382	10	37	5,836	237	811	20	6,951	9	1,202	831	...
BELGAUM.	SOUTHERN DIVISION.																	
	Maintained by the Department.																	
	Sirdárs' High School, Belgaum	1	187	...	187	166	140	2	4	178	...	3	...	187	...	119	1	...
	First Grade Anglo-Vernacular School	1	...	103	103	85	76	2	3	93	2	3	...	103	...	...	...	...
	Total ...	2	187	103	290	251	216	4	7	271	2	6	...	290	...	119	1	...
	Maintained by Local Fund or Municipal Boards.																	
	Second Grade Anglo-Vernacular Schools ...	15	...	503	503	425	327	...	...	483	20	...	...	503	...	...	...	...
	Aided by the Department.																	
	London Mission High School, Belgaum ...	1	277	156	433	381	283	...	8	399	24	2	...	433	...	83	...	...
	St. Mary's School do. ...	1	...	31	31	36	34	27	4	...	...	...	...	31	10	1	...	...
	Convent School do. ...	1	...	21	21	27	24	1	17	1	2	...	...	21	...	...	...	...
	Portuguese English Teaching School	1	...	31	31	23	11	1	30	...	...	...	...	31	...	...	...	...
	Total ...	4	277	239	516	467	352	29	59	400	26	2	...	516	10	84	...	...
	Total for the District ...	21	464	845	1,309	1,143	895	33	66	1,154	48	8	...	1,309	10	203	1	...
DHÁRWÁR.	*Maintained by the Department.*																	
	High School, Dhárwár ...	1	277	82	359	326	264	...	1	352	6	...	...	359	1	171	...	...
	1st Grade Anglo-Vernacular School, Hubli ...	1	...	143	143	131	105	...	...	140	3	...	...	143	...	28	...	...
	Total ...	2	277	225	502	457	369	...	1	492	9	...	...	502	1	199	...	...
	Maintained by Local Fund or Municipal Boards.																	
	2nd Grade Anglo-Vernacular Schools	16	...	377	377	354	264	...	...	363	14	...	...	377	...	...	...	...
	Aided by the Department.																	
	Basel Mission 1st Grade Anglo-Vernacular School	1	...	92	92	77	67	...	1	75	16	...	...	92	...	...	...	...
	St. Joseph's English Teaching School ...	1	...	7	7	6	5	7	...	...	...	...	...	7	...	...	...	...
	Total ...	2	...	99	99	83	72	7	1	75	16	...	...	99	...	...	...	...
	Total for the District ...	20	277	701	978	894	705	7	2	930	39	...	...	978	1	199	...	...

FORM No. 2—*continued.*

March learning.				Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Kánarese.	Hindustani.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III.)	
8*f*	8*g*	8*h*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	6	...	...	...	...	548	...	...	...	2,996	6,178	78 6 5	...	6	...	
...	152	...	...	351	...	1,277	...	...	...	2,996	7,678	32 13 7	1 7 1	6	14	
3	1,789	...	...	34,183	...	29,709	10,165	600	...	960	75,617	29 5 5	12 10 3	79	274	
...	1,985	...	...	...	...	11,716	...	53	58,385	1,037	71,191	30 11 9	...	34	242	
...	1,156	...	...	6,544	...	10,461	...	265	...	9,221	26,491	20 12 11	5 2 3	13	64	Boys. Girls.
...	90	...	...	...	...	780	...	...	...	7,000	7,780	43 2 10	...	6	10	1,387 4
3	5,020	...	...	40,727	...	52,666	10,165	918	58,385	18,218	1,81,079	28 8 6	6 6 7	132	590	
31	...	36	..	6,639	...	3,054	...	894	...	...	10,587	63 12 5	39 15 11	19	...	
60	...	43	...	953	...	1,004	...	...	...	...	1,957	22 14 2	11 2 4	...	13	
91	...	79	...	7,592	...	4,058	...	894	...	...	12,544	49 15 7	30 3 11	19	13	
63	...	440	...	2,235	...	1,168	975	259	...	...	4,637	10 14 5	5 4 1	...	31	3
177	...	173	...	3,890	...	1,858	...	...	...	60	5,808	15 3 8	10 3 2	18	20	
1	1	...	1	561	...	1,051	...	...	...	1,102	2,714	76 7 2	15 12 10	1	7	12
...	...	...	...	...	...	21	...	...	...	220	241	9 2 7	...	...	...	
...	...	...	...	114	...	65	...	...	...	...	179	7 7 7	4 12 2	...	...	
178	1	173	1	4,565	...	2,995	...	...	...	1,382	8,942	19 2 4	9 12 4	19	27	
332	1	692	1	14,392	...	8,221	975	1,153	...	1,382	26,123	22 13 5	12 9 3	38	71	
28	...	159	...	4,262	...	6,263	...	...	...	208	10,733	32 15 0	13 15 10	20	12	
...	...	115	...	1,219	...	796	800	...	...	...	2,815	21 1 6	9 4 2	..	16	
28	...	274	...	5,481	...	7,059	800	...	...	208	13,548	29 9 3	11 15 5	20	28	
...	...	377	...	...	...	1,194	340	140	...	...	1,674	4 11 7	...	...	23	
...	...	92	...	645	...	382	...	...	...	905	1,932	25 1 5	8 6 0	..	4	
...	...	...	...	74	...	76	...	56	...	60	266	42 0 3	11 8 3	...	...	8
...	...	92	...	719	...	458	...	56	...	965	2,198	26 6 0	8 10 0	...	4	
28	...	743	...	6,200	...	8,711	1,140	196	...	1,173	17,420	19 0 3	6 14 10	20	55	

District or State	Name or Class of Institutions	Number of Institutions	No. of Scholars on the Rolls on 31st March. In High School	In Middle School	Total	Average Monthly Number on the Rolls during the year	Average daily Attendance	Classification according to Race or Creed of the Scholars on 31st March. Europeans and Eurasians	Goanese and Native Christians	Hindus	Mahammadans	Pársis	Others	No. of Scholars on the 31st March. English	Latin	Sanskrit	Persian	Arabic
1	2	3	4*a*	4*b*	4	5	6	7*a*	7*b*	7*c*	7*d*	7*e*	7	8*a*	8*b*	8*c*	8*d*	8*e*
	SOUTHERN DIVISION —*continued.*																	
	Maintained by the Department.																	
Rájápur.	1st Grade Anglo-Vernacular School	1	...	69	69	70	53	2	...	63	4	...	...	69	...	30	...	...
	Maintained by the Local Fund or Municipal Boards.																	
	2nd Grade Anglo-Vernacular School	3	...	112	112	96	83	...	...	104	8	...	...	112	...	...	...	...
	Total for the District	4	...	181	181	166	136	2	...	167	12	...	...	181	...	30	...	...
Kásara.	*Maintained by the Department.*																	
	High School, Kárwár	1	107	76	183	187	161	...	27	154	2	...	...	183	4	48	...	...
	1st Grade Anglo-Vernacular School	1	...	43	43	55	48	...	...	43	...	...	...	43	...	...	...	...
	Total	2	107	119	226	242	209	...	27	197	2	...	...	226	4	48	...	...
	Maintained by the Local Fund or Municipal Boards.																	
	2nd Grade Anglo-Vernacular School	5	...	175	175	157	122	...	6	162	7	...	...	175	...	...	...	...
	Aided by the Department.																	
	Kirkee 2nd Grade Anglo-Vernacular School	1	...	17	17	18	13	...	1	16	...	...	...	17	...	...	...	...
	Total for the District	8	107	311	418	417	344	...	34	375	9	...	...	418	4	48	...	...
	Maintained by Native States.																	
Kolhápur Native State.	Rájárám High School, Kolhápur	1	412	...	412	388	353	...	...	409	3	...	...	412	...	261	...	...
	Second Grade Anglo-Vernacular School	6	...	160	160	161	130	...	...	151	9	...	...	160	...	...	...	...
	Total for the State	7	412	160	572	549	483	...	...	560	12	...	...	572	...	261	...	...
Miraj Native State.	High School, Miraj	1	205	...	205	188	161	...	...	202	3	...	...	205	..	100	...	...
	2nd Grade Anglo-Vernacular School	1	...	21	21	57	37	...	...	21	...	...	...	21	...	...	...	...
	Total for the State	2	205	21	226	245	198	...	...	223	3	...	...	226	...	100	..	...

FORM No. 2.—*continued.*

March learning.		Expenditure.										Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Kánarese.	Hindustani.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III).	
8*f*	8*g*	8*h*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
13	...	26	...	1,844	...	...	850	...	...	..	2,694	39 12 7	26 5 5	...	9	
...	...	112	...	...	...	500	304	...	...	..	804	8 5 8	.....	...	3	
13	...	138	...	1,844	...	500	1,154	...	...	...	3,589	27 7 8	11 0 8	...	12	
10	...	121	...	3,474	...	240	2,897	...	...	...	6,611	35 2 7	19 0 2	11	24	
...	...	43	...	574	...	1,200	342	....	...	...	2,116	38 7 6	10 6 11	..	5	
10	...	164	..	4,048	...	1,440	3,239	...	...	...	8,727	36 1 0	16 11 8	11	29	
...	...	175	...	162	...	900	698	...	...	...	1,760	11 2 6	1 0 5	...	20	
...	...	17	...	...	...	...	...	...	...	...	...	.....	.....	...	...	
10	...	356	...	4,210	...	2,340	3,937	...	...	..	10,487	26 4 6	10 8 9	11	49	
151	...	...	...	...	...	...	10,702	...	15,266	1,487	27,455	70 10 8	.....	25	46	
160	...	...	71	...	...	...	423	...	801	...	1,224	7 3 6	.....	...	16	
311	...	...	71	...	...	...	11,125	...	16,067	1,487	28,679	52 3 4	.....	25	62	
105	...	...	...	...	...	...	725	...	3,486	...	4,211	22 6 2	.....	6	27	
21	...	...	...	...	...	...	66	...	46	...	112	1 15 2	.....	...	8	
126	...	...	...	...	...	...	791	...	3,532	...	4,323	17 9 8	.....	6	35	

District or State.	Name of Class or Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on 31st				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
	SOUTHERN DIVISION —*continued.*																	
Sangli Native State.	1st Grade Anglo-Vernacular School	1	...	219	219	197	175	...	...	218	1	...	...	219	...	88	...	...
	2nd Grade Anglo-Vernacular Schools	3	...	105	105	103	87	...	...	101	4	...	...	105	...	..	...	...
	Total for the State ...	4	...	324	324	300	262	...	...	319	5	...	...	324	...	88	...	...
Jamkhandi Native State.	1st Grade Anglo-Vernacular School	1	...	96	96	76	65	...	...	93	3	...	...	96	...	25	...	...
Mudhol Native State.	1st Grade Anglo-Vernacular School	1	...	99	99	80	70	...	...	95	4	...	...	99	...	25	...	...
Kurandvad Native State.	2nd Grade Anglo-Vernacular School	1	...	30	30	27	23	...	...	30	...	...	...	30	..	...	...	...
Ramdurg Native State.	2nd Grade Anglo-Vernacular School	1	...	37	37	31	28	...	...	37	...	...	...	37	...	...	...	...
Savanur Native State.	2nd Grade Anglo-Vernacular School	1	...	36	36	31	24	...	...	33	3	...	..	36	...	...	...	...
	Total of Native State Schools	18	617	803	1,420	1,339	1,152	...	...	1,390	30	...	...	1,420	...	499	...	...
	Total, Maintained by the Department	7	571	516	1,087	921	849	6	35	1,023	17	6	...	1,087	5	396	1	...
	Total, Maintained by Local Fund or Municipal Boards	39	...	1,167	1,167	1,137	797	...	6	1,112	49	...	...	1,167	...	...	...	...
	Total, Aided by the Department	7	277	355	632	569	436	36	61	491	42	2	...	632	10	84	...	...
	Total, Maintained by the Native States	18	617	803	1,420	1,339	1,152	...	...	1,390	30	...	...	1,420	...	499	...	...
	Grand Total ...	71	1,465	2,841	4,306	3,962	3,234	42	102	4,016	138	8	...	4,306	15	979	1	...

FORM No. 2.—*continued.*

March learning.				Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marâthi.	Gujarâti.	Kânarese.	Hindustâni.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III).	
8*f*	8*g*	8*h*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
131	...	..	...	...	...	...	265	...	3,505	...	3,770	19 2 2	.....	2	20	
77	...	28	...	...	119	...	91	...	1,977	...	2,187	21 2 1	.....	...	9	
208	...	28	...	...	119	...	356	...	5,482	...	5,957	19 13 2	.....	2	29	
71	...	...	...	...	...	...	53	...	2,218	...	2,271	30 2 1	.....	...	8	
74	...	...	...	...	...	...	62	...	1,234	...	1,296	16 3 2	.....	...	6	
30	...	...	...	...	...	...	30	...	90	...	120	4 8 2	.....	...	...	
...	...	37	...	...	...	...	...	...	...	...	...	.....	.....	...	3	
...	...	36	...	...	...	...	...	...	...	...	...	.....	.....	...	3	
820	...	101	71	...	...	..	12,417	...	28,623	1,487	42,646	31 13 5	.....	33	146	
142	...	464	...	18,965	...	2,240	15,206	894	...	208	37,513	40 11 8	20 9 5	50	70	
63	...	1,183	...	2,397	...	2,715	3,364	399	...	...	8,875	7 13 3	2 1 10	...	86	
178	1	282	1	5,284	...	...	3,453	56	...	2,347	11,140	19 9 6	9 4 8	19	31	
820	...	101	71	...	119	...	12,417	...	28,623	1,487	42,646	31 13 5	.....	33	146	
203	1	2,030	72	26,646	119	4,955	34,440	1,349	28,623	4,042	100,174	26 4 6	6 11 7	102	333	

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on the 31st March				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Sindhi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
KARÁCHI.	SIND.																	
	Schools Maintained by Department.																	
	N. J. High School, Karáchi	1	137	263	400	347	326	1	4	244	62	88	1	400	2	...	135	107
	1st Grade Anglo-Vernacular School, Tatta ...	1	19	45	64	57	48	...	...	59	5	...	...	64	...	...	20	44
	Total ...	2	156	308	464	404	374	1	4	303	67	88	1	464	2	...	155	151
	Maintained by Local and Municipal Boards Schools.																	
	2nd Grade Anglo-Vernacular Schools, Karáchi Districts...	2	6	83	89	81	60	...	...	78	10	...	1	89	...	...	...	89
	Schools Aided by Department or Local or Municipal Boards.																	
	European and Eurasian School, Kotri	1	...	26	26	18	16	20	6	...	...	...	...	26	...	...	...	...
	Saint Patrick's School, Karáchi	1	55	174	229	198	166	34	164	10	9	10	2	229	55	...	3	16
	Mission High School, Karáchi	1	43	87	130	122	97	...	2	112	15	...	1	130	...	1	20	75
	Total ...	3	98	287	385	338	279	54	172	122	24	10	3	385	55	1	23	91
	Total, Karáchi ...	7	260	678	938	823	714	55	176	503	101	98	5	938	57	1	178	331
HYDERABAD.	*Schools Maintained by Department.*																	
	High School, Hyderabad .	1	237	101	338	309	245	...	..	315	23	...	...	338	...	...	249	89
	Schools Maintained by Local and Municipal Boards.																	
	2nd Grade Anglo-Vernacular Schools	2	...	70	70	63	51	...	...	69	1	...	...	70	...	...	...	70
	Schools Aided by Department or Local or Municipal Boards.																	
	Mission High School, Hyderabad	1	93	93	186	173	126	...	2	171	8	...	5	186	...	...	88	...
	European and Eurasian School, Hyderabad ..	1	2	17	19	23	21	19	...	...	...	...	...	19	...	...	...	...
	Saint Joseph's School, Hyderabad	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2nd Grade Anglo-Vernacular Schools, Hyderabad	4	...	247	247	254	220	...	...	245	2	...	...	247	...	..	...	247
	Total ...	6	95	357	452	450	367	19	2	416	10	...	5	452	...	...	88	247
	Total, Hyderabad ...	9	332	528	860	823	663	19	2	800	34	...	5	860	...	...	337	406

FORM No. 2—*continued.*

Learning.							Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
French.	Marathi.	Gujarati.	Hindustani.	Kanarese.	Portuguese.	Hebrew.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*f*	8*g*	8*h*	8*i*	8*j*	8*k*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	38	107	9	...	2	...	7,175	...	5,142	540	...	...	19	12,876	37 1 2	24 10 8	10	38	
...	...	...	...	...	...	...	835	...	297	954	...	...	...	2,086	36 9 6	14 10 4	...	9	
...	38	107	9	...	2	...	8,010	...	5,439	1,494	...	...	19	14,962	37 0 6	19 13 2	10	47	
...	...	...	...	...	...	...	723	...	191	800	...	...	...	1,714	21 2 0	8 14 9	...	8	
																			Girls.
...	...	...	...	...	...	...	...	...	351	...	486	...	41	878	46 9 7	...	...	...	5
...	...	...	...	...	...	...	1,544	...	2,206	...	75	...	4,758	8,583	43 4 9	7 12 4	...	8	
...	5	35	13	...	...	...	1,130	...	846	...	1,417	...	514	3,907	32 0 4	9 4 2	3	4	
...	5	35	13	...	...	...	2,674	...	3,403	...	1,978	...	5,313	13,368	39 7 7	7 14 4	3	12	
...	43	142	22	...	2	...	11,407	...	9,033	2,294	1,978	...	5,332	30,044	36 7 7	3 3 11	13	67	
...	...	...	...	...	...	...	6,614	...	5,579	600	...	...	17	12,810	41 6 4	36 14 4	13	14	
...	...	...	...	...	...	...	529	...	169	570	...	...	...	1,268	20 2 0	8 3 9	...	8	
...	...	...	3	...	...	...	2,136	...	840	...	126	...	6	3,108	17 15 1	12 5 4	...	20	
...	...	...	...	...	...	...	...	...	...	...	1,149	...	305	1,454	63 3 5	...	...	...	9
...	...	...	...	...	...	...	111	...	...	...	...	...	...	111	...	...	...	...	
...	...	...	...	...	...	...	1,066	...	969	...	...	...	336	2,371	9 4 10	4 2 11	...	32	
...	...	...	3	...	...	...	3,313	...	1,809	...	1,275	...	647	7,044	15 6 0	7 1 7	...	52	
...	...	...	3	...	...	...	10,345	...	7,557	1,170	1,275	...	664	21,011	25 8 5	12 9 1	13	74	

District or State.	Name or Class of Institutions.	Number of Institutions	No. of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on the				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Sindhi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e
	SIND—*continued.*																	
	Schools Maintained by Department.																	
Shikárpur.	High School, Shikárpur.	1	166	62	228	214	166	2	...	197	26	2	1	228	...	..	165	60
	1st Grade Anglo-Vernacular School, Sukkur ...	1	55	108	163	147	110	...	...	144	19	...	...	163	...	...	55	108
	Total ...	2	221	170	391	361	276	2	...	341	45	2	1	391	...	...	220	168
	Schools Maintained by Local or Municipal Boards.																	
	2nd Grade Anglo-Vernacular School	3	23	210	233	334	168	...	...	210	21	1	1	233	...	..1	23	206
	Schools Maintained by Department or by Local or Municipal Boards.																	
	European and Eurasian Schools, Sukkur ...	1	...	27	27	22	16	26	1	...	...	...	...	27	...	...	...	...
	Proprietary School, Shikárpur	1	28	57	85	62	49	...	...	70	15	...	...	85	...	...	28	57
	2nd Grade Anglo-Vernacular Schools	2	1	14	15	81	8	...	...	9	6	...	...	15	...	...	11	...
	Total ...	4	29	98	127	92	73	26	1	79	21	...	...	127	...	...	39	57
	Total Shikárpur ...	9	273	478	751	788	518	28	1	630	87	3	2	751	...	...	282	431
Thar and Parkar.	*Schools Maintained by Local or Municipal Boards.*																	
	2nd Grade Anglo-Vernacular School	1	3	20	23	21	18	...	...	18	5	...	...	23	...	...	...	23
Upper Sind Frontier.	*Schools Maintained by Local or Municipal Boards.*																	
	2nd Grade Anglo-Vernacular School	1	8	29	37	37	28	...	2	21	14	...	...	37	...	...	8	29
	Total, Department Schools.	5	614	579	1,193	1,075	806	3	4	959	135	90	2	1193	2	...	624	408
	Total, Local or Municipal Boards	9	40	412	452	536	326	...	2	396	51	1	2	452	...	...	31	417
	Total, Aided Schools ...	13	222	742	964	882	720	99	175	617	55	10	8	964	55	1	150	395
	Total, Unaided Schools...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	..
	Grand Total, Sind ...	27	876	1,733	2,609	2,493	1,942	102	181	1,972	241	101	12	2,609	57	1	805	1,220
Aden.	*Maintained by the Department.*																	
	Aden English School ...	1	...	70	70	73	66	...	...	11	53	3	3	70	...	...	...	...
	Total Schools, Maintained by the Department .	48	4,770	5,863	10,633	9,816	8,562	12	76	8,728	480	1,303	34	10,633	82	2,387	1,695	408
	Total Schools, Maintained by Local Fund and Municipal Boards	107	76	3,322	3,398	3,283	2,515	...	49	3,181	145	14	9	3,398	..	15	31	417
	Total Schools, Maintained by Native States	55	1,338	3,036	4,374	4,007	3,425	...	8	4,177	134	51	4	4,374	2	968	172	...
	Total Schools, Aided by the Department or by Local Fund or Municipal Boards.	79	3,138	7,755	10,893	10,335	8,741	1,393	2,196	5,049	551	1,552	152	10,893	802	1,284	858	395
	Total, Unaided Schools ...	12	1,026	1,062	2,088	2,042	1,742	3	...	741	154	1,190	...	2,088	17	10	608	...
	Grand Total, English Schools ...	301	10,348	21,038	31,386	29,483	24,983	1,408	2,329	21,876	1,466	4,110	199	31,386	903	4,664	3,364	1,220

FORM No. 2—*continued.*

31st March learning.							Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
French.	Marathi.	Gujarati.	Hindustani.	Kánarese.	Portuguese.	Hebrew.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*f*	8*g*	8*h*	8*i*	8*j*	8*k*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	1	...	2	...	...	...	3,203	...	3,504	2,856	...	...	3	9,566	42 13 3	14 15 5	11	18	
...	...	...	...	...	...	...	432	...	910	1,729	...	...	...	3,071	20 15 3	2 14 9	...	17	
...	1	...	2	...	...	...	3,635	...	4,414	4,585	...	...	3	12,637	34 1 7	10 0 9	11	35	
...	2	1	1	...	...	...	1,176	...	700	2,406	...	...	...	4,282	12 8 3	3 8 3	...	31	
																			Girls.
...	...	...	...	...	...	...	...	...	519	...	1,263	...	142	1,924	85 11 3	...	...	...	9
...	...	...	...	...	...	...	...	...	360	...	...	...	1,482	1,842	29 11 4	...	...	5	
...	...	...	15	...	...	...	...	...	408	...	1,167	...	...	1,575	194 7 1	...	...	1	
...	...	...	15	...	...	...	...	..	1,287	...	2,430	...	1,624	5,341	57 11 4	...	...	6	
...	3	1	18	...	...	...	4,811	...	6,401	6,991	2,430	...	1,627	22,260	28 3 7	6 1 2	11	74	
...	...	...	...	...	...	...	131	...	...	490	...	...	...	621	29 9 1	6 3 9	...	...	
...	...	...	...	...	...	...	1,067	...	...	...	...	...	...	1,067	28 13 4	28 13 4	...	4	
...	39	107	11	...	2	...	18,259	...	15,432	6,679	...	...	39	40,409	37 7 1	16 15 10	34	149	
...	2	1	1	...	...	...	3,626	...	1,060	4,266	...	...	...	8,952	14 3 4	6 12 2	3	70	
...	5	35	31	...	...	..	5,987	...	6,499	...	5,683	...	7,584	25,753	29 1 1	6 10 6	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	46	143	43	...	2	...	27,872	...	22,991	10,945	5,683	...	7,623	75,114	30 0 8	11 2 2	37	219	
...	...	...	...	...	...	...	850	...	1,010	...	...	...	...	1,860	25 7 8	11 10 3	...	...	
...	2,435	2,759	104	544	2	1	1,25,948	...	1,73,032	23,912	2,286	...	7,599	3,32,777	33 14 5	12 13 3	352	906	
...	880	1	1	1,104	...	...	6,023	178	11,794	13,959	1,262	...	...	33,216	10 1 9	1 13 4	3	225	
...	932	1,985	71	101	...	...	...	3,394	25,805	...	53	88,583	2,549	1,20,384	30 0 9	...	73	412	
34	2,290	1,816	331	291	75	49	79,791	591	1,24,117	960	28,993	...	84,168	3,18,620	30 13 3	7 11 6	179	333	
...	...	702	...	...	...	...	..	...	34,444	...	202	...	8,928	43,574	21 5 5	...	56	21	
34	6,537	7,263	507	2,040	77	50	2,11,762	4,163	3,69,192	38,831	32,796	88,583	1,03,244	8,48,571	28 12 6	7 2 10	663	1,897	

SUBSIDIARY

Statistical Return of Female High and Middle

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on		
			In High School.	In Middle School.	Total.			European and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Persian.
1	1	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c
	CENTRAL DIVISION.															
	Maintained by the Department.															
Poona District.	Poona High School for Native Girls	1	...	62	62	59	42	...	2	47	...	...	13	62	...	...
	Aided by the Department or by Local Fund or Municipal Boards.															
	Victoria High School, Poona	1	13	95	108	123	89	87	4	...	...	10	7	108	8	2
	Convent School, Poona ...	1	10	118	128	125	109	103	22	...	...	2	1	128	...	...
	St. Mary's High School, Poona	1	20	97	117	135	116	116	1	...	...	...	...	117	...	...
	Scottish Girls' School, Poona.	1	...	33	33	35	26	33	...	...	...	...	...	33	...	...
	St. Ann's School, Poona ...	1	...	31	31	29	23	2	29	...	..	...	...	31	...	...
	Conference School, Poona...	1	3	40	43	50	41	37	4	...	...	2	...	43	6	...
	Camp Orphanage Anglo-Vernacular Girls' School, Mission House, Poona ...	1	...	16	16	14	13	...	16	...	...	...	...	16	...	...
	Zenána Mission Anglo-Vernacular School, Civil Lines, Poona	1	3	8	11	11	11	...	11	...	...	...	...	11	...	...
	Pensioner's School, Poona...	1	...	45	45	43	34	38	7	...	...	...	...	45	...	...
	Total ...	9	49	483	532	565	462	416	94	...	...	14	8	532	14	2
	Total, Poona District ...	10	49	545	594	624	504	416	96	47	...	14	21	594	14	2
Ratnágiri District.	All Saints Orphanage Anglo-Vernacular School, Dápoli	1	...	9	9	9	8	...	9	...	...	...	...	9	...	...
Thána District.	St. Joseph's Native Female Orphanage, Bandora ...	1	7	292	299	284	220	91	196	...	...	12	...	299	...	...
Island of Bombay.	Convent School, Fort, Bombay	1	5	81	86	77	56	69	9	...	...	3	5	86	...	...
	Mazagaon Convent School, Bombay	1	10	76	86	76	64	78	8	...	...	...	...	86	...	...
	St. Peter's Girls' High School, Bombay	1	11	101	112	107	87	110	...	...	...	2	...	112	...	...
	Cathedral High School, Elphinstone Circle, Bombay	1	10	102	112	103	85	98	3	...	...	7	4	112	1	...
	Indo-British Institution, Sonápur, Bombay... ...	1	...	51	51	58	48	49	2	...	...	...	...	51	...	...
	St. Joseph's Girls' School, Cavil Street, Bombay ...	1	...	124	124	114	92	9	114	1	...	...	...	124	...	...
	Mrs. Thomas European and Eurasian School, Grant Road, Bombay	1	...	23	23	19	15	18	...	...	...	5	...	23	...	...
	Indian Female Normal School and Instruction Society's European and Eurasian Girls' School, Girgaum.	1	6	75	81	66	53	62	10	3	2	4	...	81	1	...
	Education Society's Girls' School, Byculla	1	...	163	163	147	132	163	...	...	...	...	...	163	...	...

FORM No. 3.

Schools (English) for the official year 1884-85.

the 31st March learning.			Expenditure.					Annual Cost of educating each Scholar.		Number passed.		REMARKS.	
Marathi.	Gujarati.	French.	Provincial Revenues.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)		
8d	8e	8	9a	9b	9c	9d	9	10	11	12	13	14	
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				
62	...	...	...	...	...	...	...	.....	.....	...	...		
8	1	11	1,800	2,109	2,400	110	6,419	52 3 0	14 10 2	1	5	Boys. 49	Girls. 59
...	...	...	2,472	3,000	18	...	5,490	43 14 9	19 12 5	...	9		
...	...	29	3,126	8,079	...	...	11,205	83 0 0	23 2 6	3	3	22	95
...	...	..	333	655	740	...	1,728	49 5 11	9 8 3	...	...	8	25
...	...	...	215	192	...	93	500	17 3 10	7 6 7	...	...		
...	..	11	561	1,304	93	...	1,958	39 2 7	11 3 6	...	2	17	26
16	...	...	355	...	545	...	900	64 4 7	25 5 9	...	4		
...	...	...	121	5	...	274	400	36 5 10	11 0 0	...	...		
...	...	...	539	209	406	530	1,684	39 2 7	12 8 7	...	2	22	23
24	1	51	9,522	15,553	4,202	1,007	30,284	53 9 7	16 13 8	4	25		
86	1	51	9,522	15,553	4,202	1,007	30,284	48 8 6	15 4 2	4	25		
9	...	...	...	...	...	216	216	24 0 0	.....	...	...		
...	...	12	2,385	2,165	274	3,676	8,500	29 14 10	8 6 4	...	3		
...	...	12	898	2,638	...	1,676	5,212	67 11 0	11 10 7	1	1	10	76
...	...	...	1,277	2,100	100	1,550	5,027	66 2 4	16 12 10	...	...	8	78
1	...	18	2,014	8,026	650	3,129	13,819	129 1 9	18 13 2	5	3	13	99
1	...	16	1,473	4,482	1,080	1,208	8,243	80 0 6	14 4 10	...	...	22	90
5	...	...	912	...	2,952	1,325	5,189	89 7 5	15 11 7	...	3	1	50
...	...	...	975	1,085	...	1,782	3,842	33 11 3	8 8 10	...	1		
...	3	...	169	580	80	...	729	38 5 11	8 14 4	...	...	5	18
25	...	...	885	1,903	2,855	...	5,643	85 8 0	13 6 7	...	3	15	66
...	...	...	2,520	679	1,404	5,895	10,498	71 6 8	17 2 3	...	8		

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the		
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindu.	Mahammadans.	Pársis.	Others.	English.	Latin.	Persian
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c
	CENTRAL DIVISION—*continued.*															
Island of Bombay—*continued.*	Girls' School dedicated to the Sacred Hearts of Jesus and Mary, Lower Máhim, Bombay	1	...	75	75	77	50	4	65	...	...	6	...	75	...	...
	Freere Fletcher School, Esplanade	1	...	80	80	73	57	29	2	6	...	33	10	80	...	...
	S. P. G. Mission Ladies Association Hindu Girls' School, New Vádi, Bombay	1	...	18	18	17	10	...	...	18	...	...	...	18	...	...
	Alexandra Native Girls' School, Bombay	1	...	61	61	42	33	...	...	...	...	61	...	61	...	...
	Adarji Cowasji Anglo-Vernacular School, Dhobi Talao, Bombay	1	...	45	45	32	25	...	...	...	...	45	...	45	...	...
	Khetvádi Jartosti Anglo-Vernacular School, Bombay	1	...	20	20	23	18	...	...	...	...	20	...	20	...	...
	S. P. G. Mission Ladies Association Hindu Girls' School, Girgaon	1	...	30	30	23	16	...	3	13	...	14	...	30	...	...
	Sir Cowasji Jahángirji Ready Money Anglo-Vernacular School, Khetvádi.	1	...	55	55	52	39	...	...	..	...	55	...	55	...	...
	Church Mission Society's Anglo-Vernacular School, Girgaon, Bombay	1	...	16	16	14	13	...	15	1	...	...	...	16	...	...
	Student's Literary and Scientific Society's Anglo-Vernacular School, Bombay ...	1	..	40	40	21	15	..	...	39	...	...	1	40	...	...
	Victoria Ango-Vernacular School, Dhobi Talao, Bombay	1	...	20	20	14	13	...	...	...	...	20	...	20	...	...
	Baptist Day-School, New Foras Road, Bombay ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total, Island of Bombay ...	20	42	1,256	1,298	1,155	921	689	231	81	2	275	20	1,298	2	...
	Total, Maintained by the Department	1	...	62	62	59	42	...	2	47	...	...	13	62	...	...
	Total, Aided by the Department or by Local Fund or Municipal Boards. ...	31	98	2,040	2,138	2,013	1,611	1,196	530	81	2	301	28	2,138	16	2
	Grand Total, English Schools, Central Division.	32	98	2,102	2,200	2,072	1,653	1,196	532	128	2	301	41	2,200	16	2
Khándesh.	NORTH-EAST DIVISION.															
	Maintained by the Department.															
	None.															
	Maintained by Local Funds or Municipal Boards.															
	None.															
	Aided by the Department or Local Funds or Municipal Boards.															
	G. I. P. R. Co's. Schools at Bhusaval	1	...	38	38	40	30	30	8	...	...	...	...	38	...	...
	Unaided.															
	None.															
	Total ...	1	...	38	38	40	30	30	8	...	...	...	...	38	...	...

FORM No. 3—*continued.*

31st March learning.			Expenditure.					Annual Cost of educating each Scholar.		Number passed.		Remarks.
Marátbi.	Gujaráti.	French.	Provincial Revenues.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*d*	8*e*	8	9*a*	9*b*	9*c*	9*e*	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	598	352	...	125	1,075	13 15 5	7 12 3	...	...	
...	...	9	...	4,251	...	351	4,602	63 0 8	.....	...	...	
18	...	...	80	35	250	185	550	32 5 8	4 11 4	...	...	
...	...	...	...	909	1,400	899	3,208	76 6 1	.....	...	...	
...	...	...	63	132	...	...	195	6 1 6	1 15 6	...	...	
...	20	...	...	137	...	91	228	9 14 7	.....	...	...	
...	...	...	110	486	1,444	...	2,040	88 11 2	4 12 6	...	1	
...	55	..	517	364	...	...	881	16 15 1	9 15 1	....	...	
16	...	...	282	40	488	...	810	57 13 9	20 2 3	...	2	
...	...	...	144	79	258	..	481	22 14 6	6 13 9	...	...	
...	...	...	...	88	...	177	265	18 14 10	.....	...	...	
...	...	...	103	...	...	...	103	.....	.....	...	...	
66	78	55	13,020	28,266	12,961	18,393	72,640	62 14 3	11 4 4	6	22	
62	...	...	...	...	...	...	...	.....	.....	...	...	
99	79	118	24,927	45,984	17,437	23,292	1,11,640	55 7 4	12 6 2	10	50	
161	79	118	24,927	45,984	17,437	23,292	1,11,640	53 14 1	12 0 6	10	50	
	...	...	417	...	...	3,098	3,515	87 14 0	10 6 10	...	...	Boys. Girls. 18 20
...	...	...	417	...	...	3,098	3,515	87 14 0	10 6 10	...	...	

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.		Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.			Number of Scholars on the 31st March learning.		
			In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Pársis.	English.	Latin.	Gujarátí.
1	2	3	4a	4	5	6	7a	7b	7	8a	8b	8
	NORTH-EAST DIVISION —*continued.*											
	Maintained by the Department.											
	None.											
	Maintained by Local Funds or Municipal Boards.											
	None.											
	Aided by the Department or by Local Funds or Municipal Boards.											
Ahmedabad.	American Mission Girls' Anglo-Vernacular Boarding School, Nagar	1	20	20	20	17	...	20	...	20	...	...
	Unaided.											
	None.											
	Total ...	1	20	20	20	17	...	20	...	20	...	...
	Maintained by the Department.											
	None.											
	Maintained by Local Funds or Municipal Boards.											
	None.											
	Aided by the Department or by Local Funds or Municipal Boards.											
Nasik.	Methodist Church Day-School at Igatpuri ...	1	48	48	50	39	48	...	...	48	12	...
	G. I. P. R. Co's. School at Igatpuri	1	54	54	40	33	53	1	...	54	...	...
	English Teaching School at Manmad	1	3	3	2	1	2	1	...	3	...	...
	Unaided.											
	None.											
	Total ...	3	105	105	92	73	103	2	...	105	12	...
	Total, Maintained by the Department	...	...	...	...	...	...	...	...	...	...	...
	Total maintained by the Local Funds or Municipal Boards	...	...	...	...	...	...	...	...	...	...	...
	Total, Aided by the Department or by Local Funds or Municipal Boards... ...	5	163	163	152	120	133	30	...	163	12	...
	Total, Unaided	...	...	...	...	...	...	...	...	...	...	...
	Grand Total, North-East Division	5	163	163	152	120	133	30	...	163	12	...
	NORTHERN DIVISION.											
	Aided by the Department or by Local Funds or Municipal Boards.											
Surat. Baroda.	Baroda Anglo-Indian ...	1	29	29	26	22	22	7	...	29	...	...
	Surat Zanna Mission House.	1	14	14	17	6	...	1	13	14	...	14
	Mr. Jahángirji	1	18	18	15	13	...	...	18	18	...	18
	Total for the District ...	2	32	32	32	20	...	1	31	32	...	32
	Grand Total, Northern Division.	3	61	61	58	42	22	8	31	61	...	32

FORM No. 3—*continued.*

Expenditure.					Annual Cost of educating each Scholar.		Number passed.	Remarks.	
Provincial Revenue.	Fees.	Subscriptions.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Middle School Examination (European and Eurasian Standard V, and Anglo-Vernacular Standard III.)		
9*a*	9*b*	9*c*	9*d*	9	10	11	12	13	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
153	215	303	1,881	2,552	127 9 7	7 10 5	.....		
153	215	303	1,881	2,552	127 9 7	7 10 5	.....		
705	.....	.....	783	1,488	29 12 1	14 1 7	.....	Boys. 23	Girls. 25
353	.....	.....	2,269	2,622	65 8 9	8 13 2	.....	25	29
36	14	.....	61	111	55 8 0	18 0 0	.....	1	2
1,094	14	.....	3,113	4,221	45 14 1	11 14 3	.....		
.....	.....	.....	.....	.....	.....	.....	.....		
.....	.....	.....	.....	.....	.....	.....	.....		
1,664	229	303	8,092	10,288	67 10 11	10 15 2	.....	67	96
1,664	229	303	8,092	10,288	67 10 11	10 15 2	.....		
.....	.....	.....	.....	.....	.....	.....	2	15	14
89	15	.....	311	415	23 15 10	5 2 4	.....		
77	51	.....	102	230	15 0 6	5 0 6	.....		
166	66	.....	413	645	19 12 7	5 1 6	.....		
166	66	.....	413	645	11 0 5	2 13 5	2	47	14

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on March			
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Persian.	Marathi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d
	SOUTHERN DIVISION.																
	Maintained by Local Fund and Municipal Board.																
Kánara District.	2nd Grade Anglo-Vernacular School	1	...	11	11	17	9	...	9	2	...	...	...	11	...	...	2
	Aided by the Department or by Local Fund or Municipal Board.																
Belgaum District.	Convent School, Belgaum...	1	...	20	20	13	14	2	14	...	4	...	...	20	...	...	...
	Miss Murray's School ...	1	...	22	22	16	15	22	...	...	...	...	...	22	...	..	5
	Total for the District ...	2	...	42	42	29	29	24	14	...	4	...	...	42	...	...	5
	Aided by the Department or by Local Fund or Municipal Board.																
Dhárwár District.	European and Eurasian Girls' School, Dhárwár ...	1	...	3	3	8	9	3	...	...	...	...	...	3	...	...	...
	Total Maintained by Local Fund and Municipal Board	1	...	11	11	17	9	...	9	2	...	...	...	11	...	...	2
	Total Aided by the Department or by Local Fund or by Municipal Board ...	3	...	45	45	37	38	27	14	...	4	...	...	45	...	...	5
	Grand Total ...	4	...	56	56	54	47	27	23	2	4	...	...	56	...	...	7
	SIND.																
	School aided by Department or by Local and Municipal Boards.																
	Convent School, Karáchi ...	1	8	94	102	98	84	82	19	...	...	1	...	102	...	...	...
	Grammar School, Karáchi...	1	21	132	153	139	120	152	...	...	...	...	1	153	19	...	...
	European and Eurasian School, Manora	1	1	10	11	15	14	9	2	...	...	...	...	11	...	...	...
	Madrasi School, Karáchi ...	1	3	58	61	63	42	...	53	...	3	5	...	61	...	...	...
	Pársi Virbáiji School, Karáchi	1	...	6	6	9	7	...	...	...	...	6	...	6	...	...	...
	Grand Total, Sind ...	5	33	300	333	324	268	243	74	...	3	12	1	333	19	...	...
	Total, Maintained by the Department	1	...	62	62	59	42	...	2	47	...	...	13	62	...	...	62
	Total, Maintained by Local Fund and Municipal Boards	1	...	11	11	17	9	...	9	2	...	...	...	11	...	...	2
	Total, Aided by the Department or by Local Funds or Municipal Boards.	47	131	2,609	2,740	2,584	2,079	1,621	656	81	9	344	29	2,740	47	2	104
	Grand Total ...	49	131	2,682	2,813	2,660	2,131	1,621	667	130	9	344	42	2,813	47	2	168

FORM No. 3—*continued.*

the 31st learning.			Expenditure.							Annual Cost of educating each Scholar.		Number passed.		Remarks.
Gujarati.	French.	Kinarese.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscription.	Endowments and Other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8e	8f	8	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
—	...	9	...	763	...	60	...	...	823	47 0 5	...	...	...	
...	...	...	...	...	80	...	...	162	242	14 11 1	..	....	...	
...	...	...	205	...	552	...	...	...	757	58 3 8	12 7 10	...	...	
...	...	...	205	...	632	...	...	162	999	33 12 0	6 15 6	...	...	
...	...	...	233	...	200	...	729	...	1,162	147 2 5	29 7 11	...	1	
...	...	9	..	763	...	60	...	...	823	47 0 5	...	...	...	
...	...	...	438	...	832	...	729	162	2,161	57 14 8	11 11 10	...	1	
..	...	9	438	763	832	60	729	162	2,984	54 7 1	7 15 10	...	1	
...	6	...	2,588	...	1,273	...	414	1,444	5,719	58 14 11	26 6 2	...	13	
...	2	...	2,090	...	4,515	...	1,623	149	8,377	60 3 8	15 0 8	2	3	65 Boys.
...	...	...	275	...	407	...	30	69	781	50 15 8	17 15 2	...	1	5 Boys.
...	...	...	...	...	500	...	400	...	900	14 3 11	...	...	...	
6	...	...	505	...	383	...	...	24	912	104 12 1	5 12 10	...	2	
6	8	...	5,458	...	7,078	...	2,467	1,686	16,689	51 7 4	1 10 11	2	19	
—	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	9	...	763	...	60	...	...	823	48 6 7	...	...	...	
117	126	...	32,653	...	54,189	...	20,936	33,645	141,423	54 11 8	12 10 2	12	72	
117	126	9	32,653	763	54,189	60	20,936	33,645	142,246	53 7 7	12 4 4	12	72	

SUBSIDIARY

Statistical Return of Primary Schools (Vernacular)

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on 31st March learning.				
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Maráthi.	Gujaráti.	Hindustáni.	Tamil.	Sanskrit.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8
	CENTRAL DIVISION.																	
Poona District.	Maintained by the Department	2	158	145	303	328	254	...	...	264	39	...	...	280	...	23	...	...
	Maintained by Local Fund and Municipal Boards	265	3,794	9,393	13,187	12,925	9,734	1	6	12,245	897	5	33	12,818	21	348	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results	8	230	465	695	721	532	..	49	552	57	17	20	684	11	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous	22	175	1,239	1,414	1,327	1,005	...	24	1,159	225	...	6	1,228	...	157	29	...
	Maintained by Native States. — Bhor	11	75	209	284	285	284	...	...	276	8	...	...	284	...	...	...	...
	Unaided — Under Private Management in the District	6	...	112	112	99	76	1	18	89	4	...	...	112	...	...	...	...
	Maintained by other Departments of Government or otherwise. — Police Schools	1	...	24	24	40	25	...	...	20	4	..	...	24	...	...	...	...
	Maintained by other Departments of Government or otherwise. — Jail Schools	2	7	72	79	48	46	...	2	59	16	...	2	64	13	2	...	...
	Maintained by Local Fund and Municipal Boards. — Night Schools	3	...	79	79	80	50	...	...	61	18	...	...	79	...	...	...	...
	Grand Total, Day and Night-Schools	320	4,439	11,738	16,177	15,853	12,006	2	99	14,725	1,268	22	61	15,573	45	530	29	...
Sholapur District.	Maintained by Local Fund and Municipal Boards	167	2,822	5,248	8,070	7,841	5,995	..	7	7,512	526	24	1	8,007	18	45	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results	3	29	47	76	74	59	...	37	37	2	...	...	76	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous	3	4	69	73	72	56	...	2	71	...	...	...	73	...	...	...	...
	Maintained by Native States. — Akalkot	22	247	764	1,011	996	804	...	...	848	163	...	...	920	...	91	...	...
	Maintained by Native States. — Miraj (Junior)	2	6	29	35	36	28	..	..	34	1	...	...	35	...	...	...	...
	Maintained by Native States. — Modnimb	6	67	127	194	193	130	...	...	186	8	...	...	194	...	...	...	...
	Maintained by Native States. — Kurundvád	3	16	161	177	133	96	...	...	126	51	...	...	146	...	31	...	...
	Unaided — Under Private Management in the District	18	...	965	965	22 (Not known of 17 schools)	12	...	...	866	99	...	...	965	...	...	...	20
	Maintained by other Departments of Government or otherwise. — Police Schools	1	...	36	36	27	8	...	...	14	22	...	...	36	...	...	...	...
	Maintained by other Departments of Government or otherwise. — Jail School	1	...	9	9	11	11	...	..	9	...	...	...	9	...	...	...	...
	Maintained by Local Fund or Municipal Boards. — Night Schools	3	...	88	88	86	60	...	...	78	10	...	...	88	...	...	...	...
	Unaided Night-School	1	...	35	35	30	26	...	...	35	...	...	...	35	...	...	...	35
	Grand Total, Day and Night Schools	230	3,191	7,578	10,769	9,521	7,285	...	46	9,816	882	24	1	10,584	18	167	...	55

FORM No. 4.

for Boys for the official year 1884-85.

Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.	
Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowment and other Sources.	Totals.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)		
9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Girls.	Boys.
98	...	552	...	...	...	...	650	1 15 8	0 4 9	13	28		
14,655	26,087	11,752	745	310	...	...	53,549	4 2 3	1 2 2	345	889	385	12,802
643	...	974	...	1,795	...	142	3,554	4 14 10	0 14 3	3	5	18	677
64	137	83	...	60	...	516	860	0 10 4	0 0 9	...	48	55	1,359
..	920	...	...	...	...	...	920	3 3 8	....	5	16	5	279
...	...	2	...	70	...	418	490	4 15 2	...	...	...	14	98
...	...	24	...	...	...	...	24	0 9 7	...	...	...		
307	...	...	...	...	...	...	307	6 6 4	6 6 4	...	1		
120	...	18	...	33	..	...	171	2 2 2	1 8 0	...	12		
15,887	27,144	13,405	745	2,268	...	1,076	60,525	3 13 1	1 0 0	366	999		
9,145	15,998	6,019	2,867	3	...	1	34,033	4 5 5	1 2 8	367	733	218	7,852
127	...	34	...	...	...	471	632	8 8 8	1 11 6	5	13	8	68
...	10	...	...	...	...	145	155	2 2 5	...	...	8		
...	3,000	343	...	...	1,494	16	4,853	4 14 0	...	31	96	17	994
...	...	...	...	...	269	...	269	7 7 7	...	...	3		
...	...	66	...	...	1,358	...	1,424	7 6 1	...	...	...	21	173
...	...	83	..	...	...	441	524	3 15 0	...	2	13		
Expenditure of 17 schools not known.													
...	...	...	...	...	...	320	320	14 8 8	...	...	..		
...	...	1	...	...	...	...	1	0 0 7	...	...	...		
Not given.		...	...	...	..	...	...	...	...	...	...		
119	...	...	..	...	...	...	119	1 6 2	1 6 2	...	...		
...	...	...	...	....	...	240	240	8 0 0	...	...	...		
9,391	19,008	6,546	2,867	3	3,121	1,634	42,570	4 7 6	0 15 9	405	866		

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st March learning.				
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Coorgs and Native Christians.	Hindus.	Mahammadans.	Parsis.	Others.	Marathi.	Gujarati.	Hindustani.	Portuguese	Sanskrit
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8
	CENTRAL DIVISION —*continued.*																	
SÁTARA DISTRICT.	Maintained by Local Fund and Municipal Boards ...	220	5,195	9,313	14,508	14,350	11,195	...	8	13,353	1,144	3	...	14,130	...	378	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	1	13	13	26	25	20	...	24	2	...	...	...	26	..	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous ..	9	56	382	438	390	340	...	...	398	40	...	...	438	...	...	..	...
	Maintained by Native States. — Bhor ...	7	83	202	285	297	296	..	...	273	12	...	...	285	..	...	...	8
	Maintained by Native States. — Phaltan ...	15	206	501	707	716	553	..	...	666	41	...	...	707	...	...	...	...
	Maintained by Native States. — Aundha ...	20	135	569	704	738	520	...	...	677	27	...	...	704	...	...	...	...
	Maintained by Native States. — Jath ..	16	163	479	642	646	491	.	...	579	63	...	...	615	...	27	...	..
	Unaided ... — Under Private Management in the District.	1	...	10	10	Not	given.	...	1	9	...	...	...	10	...	...	.	...
	Maintained by other Departments of Government. — Police Schools ...	1	13	42	55	33	33	...	...	45	10	...	...	55	...	...	...	...
	Maintained by Local Fund and Municipal Boards. — Night-Schools ...	8	22	276	298	301	182	...	...	281	17	...	...	298	...	...	...	...
	Grand Total, Day and Night-Schools	208	5,886	11,787	17,673	17,496	13,630	...	33	16,283	1,354	3	...	17,268		405	...	8
RATNAGIRI DISTRICT.	Maintained by Local Fund and Municipal Boards ..	128	4,484	6,735	11,219	10,865	8,284	1	76	10,544	598	...	...	11,107	...	112	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	1	8	30	38	30	18	...	3	35	...	...	...	38	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous...	10	44	368	412	401	290	...	8	333	71	...	...	348	..	64	...	...
	Maintained by Native States. — Sávantvádi .	48	1,225	1,751	2,976	2,770	2,128	...	71	2,663	242	...	...	2,921	...	55	...	...
	Maintained by other Departments of Government or otherwise. — Police Schools ...	1	91	...	91	102	42	..	...	84	7	...	...	91	...	...	...	...
	Total, Day-Schools ...	188	5,852	8,884	14,736	14,168	10,771	1	158	13,659	918	...	..	14,505	.	231	...	...
THÁNA DISTRICT.	Maintained by Local Fund and Municipal Boards ...	151	2,472	8,300	10,772	9,112	6,769	2	810	8,316	1,126	389	120	9,249	702	688	133	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	2	...	60	60	69	48	..	60	...	...	...	...	...	...	..	60	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous...	20	50	528	578	556	452	...	39	414	92	30	3	417	68	61	32	...
	Maintained by Native States. — Javhar ...	7	35	212	247	252	174	...	...	192	31	...	24	247	..	...	..	..
	Maintained by other Departments of Government or otherwise. — Police Schools ...	1	..	67	67	62	29	...	1	55	4	...	7	67	...	...	..	...
	Maintained by other Departments of Government or otherwise. — Jail Schools .	1	...	19	19	20	20	...	...	19	...	...	...	19	...	...	...	...
	Maintained by Local Fund and Municipal Boards. — Night-Schools ..	1	7	38	45	44	28	...	...	44	1	...	...	45	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Night-Schools .	1	...	52	52	44	26	...	...	52	...	...		52	....	...		...
	Total, Day and Night-Schools	184	2,564	9,276	11,840	10,159	7,548	2	910	9,092	1,254	419	163	10,096	770	749	225	...

FORM No. 4—*continued.*

Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.	
Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard III)		
9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Girls.	Boys.
14,263	32,338	11,696	25	40	...	1	58,363	4 1 1	0 15 11	722	1,303	246	14,262
70	...	15	...	...	...	115	200	8 0 0	2 12 10	...	...	10	16
...	262	...	...	...	...	...	262	0 10 9	...	6	47		
...	1,621	...	...	...	...	...	1,621	5 7 4	...			20	265
...	...	83	...	...	1,890	...	1,973	2 12 1	...			18	689
...	...	...	...	...	2,851	...	2,851	3 13 10	...	39	151	9	685
...	...	...	...	...	3,263	...	3,263	5 0 10	...			30	612
...	...	...	...	...	...	150	150	Cannot be	calculated.	...	...		
...	...	...	...	...	...	10	10	0 4 10	...	...	...		
525	...	...	...	...	...	...	525	1 11 11	1 11 11	...	32		
14,858	34,221	11,794	25	40	8,004	276	69,218	3 15 4	0 13 7	767	1,533		
17,246	13,356	6,076	356	127	...	...	37,161	3 6 9	1 9 5	470	886	89	11,130
...	...	...	...	...	...	120	120	4 0 0	...	...	...		
...	50	341	...	...	...	72	463	1 2 6	...	...	...	17	395
...	8,391	1,758	...	806	144	...	11,099	4 0 1	...	114	244	30	2,946
166	...	21	...	...	...	...	187	1 13 4	1 10 0	...	...		
17,412	21,797	8,196	356	933	144	192	49,030	3 7 4	1 3 8	584	1,130		
12,785	18,903	6,396	440	158	...	312	38,994	4 4 6	1 6 5	229	738	1,031	9,741
93	...	103	...	84	...	...	280	4 0 11	1 5 7	...	...	16	44
...	...	1,375	...	236	...	176	1,787	3 3 5	...	...	30	32	546
...	...	...	...	...	1,150	...	1,150	4 9 0	...	1	11		
...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...		
175	...	...	...	...	...	...	175	3 15 8	3 15 8	...	3		
...	...	...	...	...	...	12	12	0 4 4	...	...	...		
13,053	18,903	7,874	440	478	1,150	500	42,398	4 2 10	1 4 7	230	782		

ABSTRACT OF TOTALS FOR THE CENTRAL DIVISION.

ISLAND OF BOMBAY.

KOLÁBA.

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on the 31st March learning.						
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Marátthi.	Gujaráthi.	Hindustáni.	Portuguese.	Tamil.	Hebrew.	Sanskrit.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f	8
	CENTRAL DIVISION. —*continued.*																			
Kolába	Maintained by Local Fund and Municipal Boards ...	103	2,113	4,693	6,806	6,512	4,868	...	16	5,998	659	...	133	6,312	...	494	...	...	...	...
	Aided by the Department or by Local Fund on Municipal Boards. — Indigenous...	14	19	302	321	311	265	...	4	295	15	...	7	311	...	10	...	...	...	...
	Maintained by Native States. — Bhor ...	6	86	146	232	217	216	...	...	228	1	...	3	232	...	...	...	...	...	...
	Unaided ... — Under Private Management.	2	...	51	51	36	32	...	...	47	4	...	...	51	...	...	...	...	...	...
	Maintained by other Departments of Government. — Police Schools	1	...	33	33	34	16	...	...	33	...	...	...	33	...	...	...	...	...	...
	Grand Total, Day-Schools ...	126	2,218	5,225	7,443	7,110	5,397	...	20	6,601	679	...	143	6,939	...	504	...	...	...	...
Island of Bombay.	Maintained by Local Fund and Municipal Boards ...	37	2,135	2,850	4,985	4,765	3,960	...	36	4,169	348	417	15	2,849	1,996	140	...	...	...	...
	Aided by the Department or by Local Fund on Municipal Boards. — By results ...	18	689	1,802	2,491	2,548	2,126	...	27	376	511	1,448	129	479	1,537	475	...	...	129	...
	— Indigenous...	13	261	616	877	823	648	...	4	653	145	75	...	476	401	...	...	...	...	...
	Unaided	6	379	450	829	787	648	...	...	314	101	414	...	74	755	...	...	...	...	...
	Maintained by Local Fund and Municipal Boards. — Night Schools ...	2	...	101	101	80	56	...	...	49	52	...	...	...	101	...	...	...	...	...
	Aided by the Department or by Local Fund on Municipal Boards. — Night Schools ...	4	135	152	287	205	102	...	5	266	...	3	13	287	...	...	...	...	...	...
	Grand Total, Day and Night-Schools	80	3,599	5,971	9,570	9,208	7,540	...	72	5,827	1,157	2,357	157	4,165	4,790	615	...	...	129	...
Abstract of Totals for the Central Division.	*Day-Schools.*																			
	Maintained by the Department	2	158	145	303	328	254	...	...	264	39	...	...	280	...	23	...	...	...	...
	Maintained by Local Fund and Municipal Boards ...	1,071	23,015	46,532	69,547	66,370	50,805	4	959	62,137	5,208	838	311	64,472	2,737	2205	133	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards	124	1,578	5,921	7,499	7,347	5,868	...	281	4,325	1,158	1,570	165	4,594	2,017	767	92	29	129	...
	Maintained by Native States	163	2,344	5,150	7,494	7,279	5,720	...	71	6,748	648	...	27	7,290	...	204	...	...	...	8
	Unaided	33	379	1,588	1,967	944	768	1	19	1,325	208	414	...	1,212	755	...	...	...	...	20
	Maintained by other Departments of Government or otherwise, — Police Schools in Division.	6	104	202	306	298	153	...	1	251	47	...	7	306	...	...	...	...	...	...
	— Jails Schools in Division.	4	7	100	107	79	77	...	2	87	16	...	2	92	13	2	...	...	...	...
	Total, Day-Schools ...	1,403	27,585	59,638	87,223	82,645	63,645	5	1,333	75,137	7,414	2,822	512	78,246	5,522	3201	225	29	129	28

FORM No. 4—*continued.*

Expenditure.								Actual Cost of educating each Scholar.		Number passed.		Remarks.	
Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)		
9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Girls.	Boys.
9,174	15,979	4,239	15	242	..	1	29,650	4 8 10	1 6 6	196	591	423	6,383
...	31	...	...	...	...	...	31	0 1 7	...	...	15	2	319
...	1,109	...	...	...	...	...	1,109	5 1 9	....	9	26	13	219
...	...	7	...	...	...	78	85	2 5 9	...	...	...		
...	...	14	...	...	...	...	14	0 6 7	...	...	...		
9,174	17,119	4,260	15	242	...	79	30,889	4 5 6	1 4 8	205	632		
4,084	...	16,370	16,260	...	...	...	36,714	7 11 3	0 13 9	245	514	38	4,947
4,231	288	7,766	5,000	1,599	...	4,591	23,475	9 3 5	1 10 7	85	206	286	2,205
120	465	3,294	...	...	...	714	4,593	5 9 3	0 2 4	14	60	14	863
...	...	3,808	...	..	...	2,573	6,381	8 1 9	...	3	18		
221	...	76	...	...	...	...	297	3 11 5	2 12 2	...	...		
...	133	108	..	708	...	144	1,093	5 5 4	...	...	12		
8,656	886	31,422	21,260	2,307	...	8,022	72,553	7 14 1	0 15 0	347	810		
98	...	552	...	...	...	...	650	1 15 8	0 4 9	13	28		
81,352	122,661	62,548	20,708	880	...	315	288,464	4 5 6	1 3 7	2,574	5,654	2,430	67,117
8,348	1,243	13,985	5,000	3,774	...	7,062	36,412	4 15 4	0 11 8	113	432	459	7,040
...	15,041	2,333	...	806	12,419	457	31,056	4 4 3	...	204	566		
...	...	3,817	...	70	...	6,539	7,426	7 13 10	...	...	12	163	7,331
166	...	60	...	...	...	10	236	0 12 8	0 8 11	...	...		
307	...	...	...	...	...	...	307	3 14 2	3 14 2	...	1	14	1,953
87,271	138,945	83,295	25,708	5,530	12,419	11,383	364,551	4 6 6	0 15 8	2,904	6,693		

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the			
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Marathi	Gujarati.	Hindustani.	Portugese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d
	CENTRAL DIVISION—*continued.*																
	Night-Schools.																
ABSTRACT OF TOTALS FOR THE CENTRAL DIVISION—*contd.*	Maintained by Local Fund and Municipal Boards ...	17	29	582	611	591	376	...	...	513	98	...	...	510	101	...	...
	Aided by the Department or by Local Fund or Municipal Boards...	5	135	204	339	249	128	...	5	318	...	3	13	339	...	...	...
	Unaided	1	...	35	35	30	26	...	...	35	...	...	...	35	...	...	...
	Grand Total, Night-Schools.	23	164	821	985	870	530	...	5	866	98	3	13	884	101	....	...
	Grand Total, Day and Night-Schools in the Central Division	1,426	27,749	60,459	88,208	83,515	64,175	5	1,338	76,003	7,512	2,825	525	79,130	5,623	3,201	225
	NORTH-EAST DIVISION.																
	Day-Schools.																
KHANDESH.	Maintained by Local Fund and Municipal Boards ...	373	15,801	5,583	21,384	20,532	15,117	...	4	18,848	2,336	6	190	20,016	75	1,293	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous...	5	21	120	141	124	107	...	1	93	26	...	21	141	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	378	15,822	5,703	21,525	20,656	15,224	...	5	18,941	2,362	6	211	20,157	75	1,293	...
	Day-Schools.																
AHMEDNAGAR.	Maintained by Local Funds and Municipal Boards ...	222	7,626	3,349	10,975	10,893	7,772	...	10	9,588	1,252	10	115	10,642	...	333	...
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	5	98	90	188	214	176	...	153	35	...	...	...	188	...	...	...
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous...	70	137	1,057	1,194	1,091	785	...	191	959	34	...	10	1,194	...	...	...
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	297	7,861	4,496	12,357	12,198	8,733	...	354	10,582	1,286	10	125	12,024	...	333	...
	Day-Schools.																
NASIK.	Maintained by Local Funds and Municipal Boards ...	229	7,979	3,714	11,693	11,604	8,433	...	2	10,118	1,265	6	302	11,052	...	641	...
	Aided by the Department or by Local Funds or Municipal Boards ... — By results ...	6	166	273	439	395	298	...	72	293	59	7	8	437	2	...	...
	Aided by the Department or by Local Funds or Municipal Boards ... — Indigenous...	12	17	327	344	334	272	...	...	298	30	...	16	312	...	32	...
	Total ...	247	8,162	4,314	12,476	12,333	9,003	...	74	10,709	1,354	13	326	11,801	2	673	...

FORM No. 4—*continued.*

31st March learning.				Expenditure.								Annual Cost of educating each Scholar.		Number Passed.		Remarks.	
English.	Tamil.	Hebrew.	Sanskrit.	Provincial Revenues.	Local Rates or Cess.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost of Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)		
8e	8f	8g	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				
...	...	...	...	1,160	...	94	...	33	...	...	1,287	2 2 10	1 15 5	...	47		
...	...	...	...	...	133	108	...	708	...	156	1,105	4 7 0	...	...	12		
...	...	...	35	...	...	...	...	...	...	240	240	8 0 0	...	...	...		
...	...	..	35	1,160	133	202	...	741	...	396	2,632	3 0 5	1 5 4	...	59		
...	29	129	63	88,431	1,39,078	83,497	25,708	6,271	12,419	11,779	3,67,183	4 6 4	1 0 11	2,904	6,752		
																Boys.	Girls.
...	...	...	...	17,459	69,550	12,272	783	...	...	...	1,00,055	4 13 11	0 13 7	573	1,735	21,156	228
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	95	...	...	...	...	141	236	2 13 3	...	...	8	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	17,450	69,645	12,272	783	...	...	141	1,00,291	4 13 8	0 13 6	573	1,743		
...	...	...	...	17,226	24,542	7,777	1,072	...	...	...	50,617	4 10 4	1 9 4	317	831	10,644	331
15	..	...	...	244	...	10	...	...	...	284	538	2 8 2	1 2 2	6	24		
5	...	...	...	960	150	37	...	476	...	3,114	4,737	4 5 5	0 14 1	10	58	1,298	84
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
20	...	...	...	18,430	24,692	7,824	1,072	476	...	3,398	55,892	4 9 3	1 8 2	333	913		
...	...	...	...	16,330	30,894	8,030	100	...	...	...	55,354	4 12 4	1 6 6	370	1,021	11,403	290
...	...	...	...	369	...	377	...	...	...	2,100	2,846	7 3 3	0 15 0	8	15		
...	...	...	...	10	50	...	...	...	...	...	60	0 2 10	0 0 6	...	18	771	12
...	...	...	...	16,709	30,944	8,407	100	...	...	2,100	58,260	4 11 7	1 5 8	378	1,054		

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.					Number of Scholars on the 31st March learning.			
			Upper Division.	Lower Division.	Total.			Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Marathi.	Gujarathi.	Hindustani.	English.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7	8a	8b	8c	8
	NORTH-EAST DIVISION—*continued.*															
	Day-Schools—continued.															
	Total Schools, Maintained by Local Fund and Municipal Boards	824	31,406	12,646	44,052	43,029	31,322	16	38,554	4,853	22	607	41,710	75	2,267	...
	Total Schools, Aided by the Department or by Local Fund or Municipal Boards.	98	439	1,867	2,306	2,158	1,638	417	1,678	149	7	55	2,272	2	32	20
	Total, Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Schools, Maintained by other Departments of Government	4	28	158	186	163	126	6	74	54	...	52	186	...	...	...
	Total ...	926	31,873	14,671	46,544	45,350	33,086	439	40,306	5,056	29	714	44,168	77	2,299	20
	Night-Schools.															
KHÁNDESH, AHMEDNAGAR, NÁSIK ...	Maintained by Local Funds and Municipal Boards ...	12	19	278	297	315	162	...	227	70	...	...	231	...	66	...
	Do. do. ...	5	5	248	253	242	140	...	214	39	...	...	253	...	...	...
	Do. do. ...	13	24	385	409	412	242	...	318	90	...	1	341	...	68	...
	Total ...	30	48	911	959	969	544	...	759	199	...	1	825	...	134	...
	Grand Total, Day and Night-Schools, North-East Division	956	31,921	15,582	47,503	46,319	33,630	439	41,065	5,255	29	715	44,993	77	2,433	20
	NORTHERN DIVISION.															
	Day-Schools.															
	Maintained by Local or Municipal Boards	168	5,023	9,019	14,042	13,267	9,604	32	12,150	1,799	44	17	...	14,042	(512)	...
	Aided by the Department or Local or Municipal Boards	8	184	527	711	695	550	10	516	181	4	...	...	711	...	...
	Maintained by Native States	2	10	37	47	39	33	...	44	3	...	...	...	47	...	...
	Total ...	178	5,217	9,583	14,800	14,001	10,187	42	12,710	1,983	48	17	...	14,800	(512)	...
	Police Schools	2	18	77	95	69	39	1	64	30	...	...	...	95	...	...
	Night-Schools.															
	Maintained by Local or Municipal Boards	1	8	42	50	51	32	...	6	44	...	...	...	50	...	...
	Total for the District ...	181	5,243	9,702	14,945	14,121	10,258	43	12,780	2,057	48	17	...	14,945	(512)	...
	Day-Schools.															
	Maintained by the Local or Municipal Boards. ...	189	6,331	11,643	17,974	16,519	11,900	8	15,959	1,998	8	1	...	17,974	(575)	...
	Aided by the Department or Local or Municipal Boards	11	61	712	773	695	539	37	676	60	...	...	...	773	...	...
	Total ...	200	6,392	12,355	18,747	17,214	12,439	45	16,635	2,058	8	1	...	18,747	(575)	...
	Police Schools	1	...	47	47	34	19	...	25	22	...	...	...	47	...	...
	Jail Schools	1	...	7	7	7	7	...	5	2	...	...	...	7	...	...
	Total ...	2	...	54	54	41	26	...	30	24	...	...	...	54	...	...
	Night-Schools.															
	Maintained by the Local or Municipal Boards.	4	17	46	63	59	39	...	50	13	...	...	...	63	...	...
	Total for the District ...	206	6,409	12,455	18,864	17,314	12,504	45	16,715	2,095	8	1	...	18,864	(575)	...

AHMEDABAD, KAIRA,

FORM No. 4—*continued.*

Expenditure.									Annual Cost of educating each Scholar.		Number passed.		Remarks.	
Provincial Revenues.	Local Rates or Cess.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)		
9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				
51,006	1,24,986	28,079	1,955	...	...	...	...	2,06,026	4 12 7	1 2 11	1,260	3,587		
1,583	295	424	...	476	...	5,639	...	8,417	3 14 4	0 11 8	24	123		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	1	6		
52,589	1,25,281	28,503	1,955	476	...	5,639	...	2,14,443	4 11 7	1 2 6	1,285	3,716		
...	771	...	...	...	...	...	..	771	2 7 2	...	...	...		
...	198	...	...	..	...	...	...	198	0 13 1	...	...	...		
...	636	...	...	...	...	..	...	636	1 8 8	...	...	...		
...	1,605	...	...	...	...	...	...	1,605	1 10 6	...	...	..		
52,589	1,26,886	28,503	1,955	476	...	5,639	...	2,16,048	4 10 7	1 2 1	1,285	3,716		
14,375	28,906	9,347	800	760	...	...	...	54,188	4 1 4	1 1 4	493	1,334		
529	210	128	...	...	...	...	776	1,643	2 5 10	0 12 2	10	24		
...	...	25	...	...	174	...	...	199	5 1 8	...	...	2		
14,904	29,116	9,500	800	760	174	...	776	56,030	4 0 0	1 1 0	503	1,360		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	44	22	...	...	...	...	..	66	1 4 9	..	..	...		
14,904	29,160	9,522	800	760	174	...	776	56,096	3 15 7	1 0 11	503	1,360		
													Boys.	Girls.
9,327	46,847	9,912	...	...	...	...	...	66,086	4 0 0	0 9 0	691	1,445	17,828	146
102	205	...	...	...	...	...	150	457	0 10 6	0 2 4	2	35		
9,429	47,052	9,912	...	...	...	...	150	66,543	3 13 10	0 8 9	693	1,480		
...	..	....	..	...	...	...	....	....	...	...	...	...		
...	...	...	...	...	...	...	..	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...		
...	141	...	...	...	...	...	...	141	2 6 4	...	2	7		
9,429	47,193	9,912	...	...	...	...	150	66,684	3 13 7	0 8 9	695	1,487	18,718	146

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st March learning.	
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Gujarátí.	Hindustání.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8
	NORTHERN DIVISION—*continued.*														
	Day-Schools.														
Panch Mahals.	Maintained by the Local or Municipal Boards	60	1,253	2,739	3,992	3,951	2,861	...	...	3,483	494	5	10	3,992	(169)
	Police Schools	2	...	114	114	129	88	...	...	63	3	...	48	114	...
	Night-Schools.														
	Maintained by the Local or Municipal Board	7	19	55	74	71	53	...	...	69	5	...	...	74	...
	Total for the District ...	69	1,272	2,908	4,180	4,151	3,002	...	...	3,615	502	5	58	4,180	(169)
	Day-Schools.														
Broach.	Maintained by the Local or Municipal Boards	185	3,910	8,583	12,493	11,832	7,486	...	...	8,974	3,309	155	55	12,493	(750)
	Aided by the Department or Local or Municipal Board	2	41	139	180	155	116	...	...	104	1	75	...	180	...
	Total ...	187	3,951	8,722	12,673	11,987	7,602	...	...	9,078	3,310	230	55	12,673	(750)
	Night-Schools.														
	Maintained by the Local or Municipal Boards ...	16	65	245	310	265	154	...	...	230	80	...	...	310	...
	Total for the District ...	203	4,016	8,967	12,983	12,252	7,756	...	...	9,308	3,390	230	55	12,983	(750)
	Day-Schools.														
Surat.	Maintained by the Local or Municipal Boards ...	260	5,146	12,350	17,496	16,453	11,326	1	5	14,113	1,529	751	1,097	17,496	(625)
	Aided by the Department or Local or Municipal Board.	11	243	616	859	862	625	...	9	428	30	392	...	859	...
	Total ...	271	5,389	12,966	18,355	17,315	11,951	1	14	14,541	1,559	1,143	1,097	18,355	(625)
	Police Schools	1	...	76	76	76	31	...	...	62	14	...	...	76	...
	Jail Schools	1	...	6	6	6	6	...	...	6	...	...	...	6	...
	Total ...	2	...	82	82	82	37	...	...	68	14	...	...	82	...
	Night-Schools.														
	Maintained by the Local or Municipal Board	4	2	127	129	107	73	...	...	96	15	...	18	129	...
	Total for the District ...	277	5,391	13,175	18,566	17,504	12,062	1	14	14,707	1,588	1,143	1,115	18,566	(625)
	Day-Schools.														
Camp Deesa.	Maintained by the Department	1	26	81	107	94	65	...	...	66	32	9	...	107	...
	Day-Schools.														
Camp Baroda.	Maintained by the Department	1	76	31	107	100	81	...	1	78	3	25	...	107	...
	Aided by the Department or Local or Municipal Board	1	...	37	37	45	32	...	...	30	6	1	...	37	...
	Total ...	2	76	68	144	145	113	...	1	108	9	26	...	144	...

FORM No. 4—*continued.*

Expenditure.							Annual Cost of educating each Scholar.		Number passed.		Remarks.
Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Boys. Girls.
8,619	5,458	1,867	300	300	...	16,544	4 3 0	2 2 11	113	267	3,980 12
...	...	...	...	...	...	...	...	...	...	...	
...	134	13	...	...	...	147	2 1 5	...	...	...	
8,619	5,592	1,880	300	300	...	16,691	4 0 4	2 1 3	113	267	4,168 12
1,000	52,697	5,857	...	...	...	59,554	5 0 6	0 1 4	500	1,196	11,754 739
...	50	...	...	...	300	350	2 4 2	...	6	15	
1,000	52,747	5,857	...	...	300	59,904	5 0 0	0 1 4	506	1,211	11,934 739
...	242	...	...	...	...	242	0 14 7	...	5	26	
1,000	52,989	5,857	...	...	300	60,146	4 14 7	0 1 4	511	1,237	12,244 739
14,259	46,133	8,868	4,004	...	245	73,509	4 7 6	0 13 10	816	1,466	16,593 903
546	80	115	...	...	1,968	2,709	3 2 4	0 10 2	24	66	837 22
14,805	46,213	8,983	4,004	...	2,213	76,218	4 6 5	0 13 8	840	1,529	17,430 925
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	197	...	...	...	...	197	1 13 5	...	1	11	
14,805	46,410	8,983	4,004	...	2,213	76,415	4 5 10	0 13 6	841	1,540	17,641 925
220	...	70	...	...	...	290	3 0 11	2 5 2	3	14	
576	...	141	...	...	...	717	7 2 0	5 11 7	2	2	
...	...	...	...	...	...	...	...	...	...	...	
576	...	141	...	...	...	717	4 14 9	3 15 4	2	2	

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on 31st			
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	Gujarâthi.	Marâthi.	Hindustâni.	Kânarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d
	NORTHERN DIVISION —*continued.*																
	Day-Schools.																
Kâthiawâr.	Maintained by the Native States	609	13,563	22,862	36,425	34,237	26,735	...	5	29,754	6,629	31	6	36,425	...	(363)	...
	Night-Schools.																
	Maintained by the Native States	46	8	978	986	935	570	...	...	850	136	...	...	986	...	...	...
	Total for the District ...	655	13,571	23,840	37,411	35,173	27,306	...	5	30,604	6,765	31	6	37,411	...	(363)	...
	Day-Schools.																
Cutch.	Maintained by the Native States	90	1,176	4,670	5,846	5,335	4,089	...	...	4,833	1,008	3	2	5,846	...	...	...
	Night-Schools.																
	Maintained by the Native States	10	90	199	289	258	175	..	...	190	99	...	...	289	...	...	...
	Total for the District ...	100	1,266	4,869	6,135	5,593	4,265	...	...	5,023	1,107	3	2	6,135	...	...	...
	Day-Schools.																
Rewa Kântha.	Maintained by the Native States	73	1,759	3,588	5,347	4,796	3,401	...	1	4,691	484	6	165	5,347	...	(74)	...
	Night-Schools.																
	Maintained by the Native States	1	9	16	25	25	23	...	...	24	1	...	...	25	...	...	...
	Total for the District ...	74	1,768	3,604	5,372	4,821	3,424	...	1	4,715	485	6	165	5,373	...	(74)	...
	Day-Schools.																
Mahi Kântha.	Maintained by the Native States	78	1,573	3,216	4,789	4,604	3,699	...	...	4,478	311	...	...	4,789	...	...	...
Pâlanpur.	Maintained by the Native States	31	795	1,213	2,008	1,968	1,443	...	...	1,613	391	3	1	2,008	...	(75)	...
Cambay Agency.	Maintained by the Native States	6	198	480	678	706	494	...	...	560	113	...	...	678	..	(13)	...
Surat Agency.	Maintained by the Native States	28	476	1,177	1,653	1,539	1,067	...	...	1,154	160	29	310	1,653	...	...	...
Baroda Agency.	Aided by the Department or Local or Municipal Board	3	105	224	329	336	270	...	...	...	...	329	...	329	...	...	...

FORM No. 4—*continued.*

March learning.			Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.		
Sindhi.	Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)			
8e	8f	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14		
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.					
...	...	(316)	...	...	22,873	...	...	1,30,927	5,750	1,59,550	4 10 6	...	1,621	3,646			
...	...	...	...	...	...	...	...	1,838	89	1,927	2 0 11	...	1	3			
...	...	(316)	...	...	22,873	...	...	1,32,765	5,839	1,61,477	4 9 5	...	1,622	3,649			
																Boys.	Girls.
...	...	...	...	364	4,006	...	1,482	18,353	3,466	27,671	5 3 0	...	143	595		5,841	5
...	...	...	...	...	229	...	75	567	...	871	3 6 0	...	7	18			
...	...	...	...	364	4,235	...	1,557	18,920	3,466	28,542	5 1 8	...	150	613		6,130	5
...	...	...	...	...	2,318	...	...	16,620	3,466	18,938	3 15 2	...	144	310		5,332	15
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	2,318	...	...	16,620	...	18,938	3 14 11	...	144	310		5,357	15
...	...	...	...	...	3,413	...	603	13,890	38	17,944	3 14 4	...	177	545			
...	...	...	...	...	932	...	58	7,911	6	8,907	4 8 5	...	73	271			
...	...	...	...	...	649	...	...	1,272	...	1,921	2 4 7	...	19	46			
...	...	...	...	...	513	...	...	7,400	12	7,925	5 2 5	...	54	150		1,603	50
...	...	...	...	...	...	...	...	...	1,497	1,497	4 7 3	...	19	32		273	56

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on the 31st			
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Grantee and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Gujarathi.	Marathi.	Hindustani.	Kanarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d
	NORTHERN DIVISION —*continued.*																
	Day-Schools.																
	Total, Maintained by the Department	2	102	112	214	195	147	...	1	144	35	34	...	214	...	...	...
	Total, Maintained by Local or Municipal Boards	862	21,663	44,334	65,997	62,025	43,178	1	45	54,679	9,129	963	1,180	65,997	..	(2,631)	...
	Total, Maintained by the Native States	917	19,550	37,243	56,793	53,226	40,964	...	6	47,127	9,099	77	484	56,793	...	(525)	...
	Total, Aided by the Department or Local or Municipal Boards ...	36	634	2,255	2,889	2,787	2,134	...	56	1,754	278	801	...	2,889	...	...	...
	Total, Maintained by other Department of Government.																
	Total, Police Schools	6	18	314	332	309	178	...	1	214	69	...	48	332	...	...	...
	Total, Jail Schools ...	2	...	13	13	13	13	...	...	11	2	...	...	13	..	...	...
	Total ...	1,825	41,967	84,271	1,26,238	1,18,555	86,614	1	109	103,929	18,612	1,875	1,712	126,238	...	(3,156)	...
	Night-Schools.																
	Total, Maintained by Local or Municipal Boards	32	111	515	626	552	350	...	...	451	157	..	18	626	...	..	..
	Total, Maintained by Native States	57	107	1,193	1,300	1,219	769	...	...	1,064	236	...	...	1,300	...	...	..
	Total ..	89	218	1,708	1,926	1,771	1,119	...	...	1,515	393	...	18	1,926	...	...	..
	Grand Total, Northern Division	1,914	42,185	85,979	1,28,164	1,20,326	87,743	1	109	105,444	19,005	1,875	1,730	128,164	...	(3,156)	...
	SOUTHERN DIVISION.																
	Day-Schools.																
Belgaum District.	Maintained by Local Fund and Municipal Boards ...	169	4,638	12,029	16,667	15,968	11,094	...	57	14,501	2,104	1	4	...	4,077	938	11,652
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	3	87	168	255	243	212	...	9	218	28	...	...	...	173	...	82
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous ...	41	298	958	1,256	1,160	967	...	...	1,179	77	...	...	...	337	...	919
	Total for the District ...	213	5,023	13,155	18,178	17,371	12,273	...	66	15,898	2,209	1	4	...	4,587	938	12,653
Dhárwar District.	Maintained by Local Fund and Municipal Boards...	321	8,887	19,857	28,744	26,406	17,988	...	44	24,527	4,173	...	...	...	353	2,466	25,925
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	5	114	208	322	289	231	...	68	227	27	...	...	..	...	...	322
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous ...	32	152	624	776	682	550	...	...	691	85	...	...	...	...	..	776
	Total for the District ...	358	9,153	20,689	29,842	27,377	18,769	...	112	25,445	4,285	...	...	...	353	2,466	27,023
Bijápur District.	Maintained by Local Fund and Municipal Boards ...	187	3,215	7,671	10,886	9,758	8,930	...	2	9,519	1,356	...	9	...	473	659	9,754
	Aided by the Department or by Local Fund or Municipal Boards. — By results ...	1	20	32	52	56	50	...	10	37	5	...	...	...	...	...	52
	Aided by the Department or by Local Fund or Municipal Boards. — Indigenous ...	34	...	688	688	600	523	...	...	640	48	...	...	...	...	...	688
	Total for the District ...	222	3,235	8,391	11,626	10,414	9,503	...	12	10,196	1,409	...	9	...	473	659	10,494

FORM No. 4—*continued.*

March learning.			Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.	
Sindhi.	Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)		
8e	8f	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14	
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				
...	...	...	796	...	211	...	...	...	...	1,007	5 2 5	4 1 2	5	16	Boys.	Girls.
			47,580	1,80,041	35,851	5,104	1,060	...	245	2,69,881	4 5 7	0 12 3	2,613	5,708	64,197	1,800
...	...	...														
...	...	(316)	...	364	34,729	...	2,143	1,96,547	9,272	2,43,055	4 9 1	...	2,231	5,565	56,723	70
...	...	...	1,177	545	243	..	...	...	4,691	6,656	2 6 2	0 6 9	61	169	2,811	78
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
...	...	(316)	49,553	1,80,950	71,034	5,104	3,203	1,96,547	14,208	5,20,599	4 6 3	0 6 8	4,910	11,458	123,731	1,948
...	...	...	...	758	35	...	...	...	...	793	1 7 0	...	8	44		
...	...	...	...	...	229	...	75	2,405	89	2,798	2 4 9	...	8	21		
...	...	...	...	758	264	...	75	2,405	89	3,591	2 0 5	...	16	65		
...	...	(316)	49,553	1,81,708	71,298	5,104	3,278	1,98,952	14,297	5,24,190	4 5 9	0 6 7	4,926	11,523	123,731	1,948
...	...	...	11,902	31,099	10,240	210	135	...	18	53,604	3 6 4	0 11 11	553	1,285	0	1,236
...	...	...	319	...	190	..	55	...	426	990	4 1 3	1 5 0	12	20		
...	...	...	...	500	...	...	...	...	...	500	0 6 10	...	20	127	0	5
...	...	...	12,221	31,599	10,430	210	190	...	444	55,094	3 2 8	0 11 3	585	1,432		
...	...	...	16,604	56,964	16,373	200	36	...	...	90,177	3 6 7	0 10 0	880	2,299	0	4,005
...	...	...	449	...	134	...	...	...	709	1,292	4 7 5	1 8 5	12	34		
...	...	...	...	500	...	...	...	...	...	500	0 11 9	...	7	78	0	29
...	...	...	17,053	57,464	16,507	200	36	...	709	91,969	3 5 9	0 9 11	899	2,411		
...	...	...	12,263	27,429	7,540	100	445	...	...	47,777	4 12 3	1 4 1	208	782	0	371
...	...	...	74	...	37	...	...	...	227	338	6 0 11	1 5 2	1	7		
...	...	...	...	410	...	...	...	...	...	410	0 10 11	...	1	10		
...	...	..	12,337	27,839	7,577	100	445	...	227	48,525	4 1 6	1 4 4	210	799		

District or State.	Name or Class of Institutions.	Number of Institutions.	No. of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						No. of Scholars on the			
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Marathi.	Gujarati.	Hindustani.	Kánarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d
	SOUTHERN DIVISION —*continued.*																
KANARA DISTRICT.	Maintained by Local Fund and Municipal Boards...	116	1,712	8,064	9,776	8,097	5,353	...	496	7,880	1,396	...	4	...	1,211	1,064	7,501
	Aided by the Department or by Local Funds or Municipal Boards. Indigenous ...	30	57	715	772	622	455	...	18	737	17	...	...	26	217	...	529
	Total for the District ...	146	1,769	8,779	10,548	8,719	5,808	...	514	8,617	1,413	...	4	26	1,423	1,064	8,030
KOLHA'PUR NATIVE STATE.	Maintained by the Native States	166	2,946	7,257	10,203	10,017	7,758	...	12	9,476	698	...	17	...	10,203	...	...
MIRAJ NATIVE STATE.	Do. ...	32	536	1,833	2,369	2,076	1,483	...	...	1,930	436	...	3	...	1,246	345	778
SA'NGLI NATIVE STATE.	Do. ...	52	800	2,162	2,962	2,901	2,174	...	7	2,681	274	...	...	...	1,337	123	1,432
KURUNDVA'D.	Do. ...	6	58	192	250	223	166	...	...	229	19	...	2	...	250	...	...
MUDHOL.	Do. ...	18	259	692	951	933	681	...	...	915	36	...	...	...	...	...	951
JAMKHANDI.	Do. ..	31	871	590	1,461	1,831	1,122	...	...	1,317	144	...	...	...	1,179	69	213
SA'VANU'R.	Do. ...	4	85	259	344	362	225	...	...	240	104	...	...	...	...	78	266
RA'MDURG.	Do. ...	9	74	630	704	683	549	...	..	641	63	...	...	...	497	47	160
	Total, Native States ...	318	5,629	13,615	19,244	19,026	14,158	...	19	17,429	1,774	...	22	...	14,712	662	3,800
	Maintained by other Departments of Government.																
	Police and Jail Schools.																
BRITISH DISTRICT.	Police Schools in the Division	3	...	197	197	203	147	...	6	88	103	...	...	....	119	...	78
	Jail Schools in the Division	3	...	36	36	40	35	...	2	32	2	...	...	..	3	...	33
	Total ...	6	...	233	233	243	182	...	8	120	105	...	...	...	122	...	111
	Maintained by Native States.																
KOLHA'PUR NATIVE STATE.	Police School	1	...	106	106	44	26	...	1	82	23	...	...	...	106	...	...
	Jail School	1	...	9	9	8	8	...	...	8	1	...	..	...	9	...	...
SA'NGLI NATIVE STATE.	Police School	1	...	51	51	41	23	...	...	23	28	...	...	...	51	...	...
	Total, Native States ..	3	...	166	166	93	57	...	1	113	52	...	...	...	166	...	...
	Total, Police and Jail Schools	9	...	399	399	337	239	...	9	233	157	...	...	...	288	..	111
	Total, Maintained by Local Fund and Municipal Boards	793	18,452	47,621	66,073	60,230	43,366	...	599	56,427	9,029	1	17	...	6,114	5,127	54,832
	Total, Aided by the Department or by Local Fund or by Municipal Boards	146	728	3,393	4,121	3,653	2,989	...	105	3,729	287	...	...	26	727	...	3,368
	Total, Maintained by Native States	318	5,629	13,615	19,244	19,026	14,159	...	19	17,429	1,774	...	22	...	14,712	662	3,800
	Total, Day-Schools ...	1,266	24,809	65,028	89,837	83,246	60,753	...	732	77,818	11,247	1	39	26	21,841	5,789	62,111

FORM No. 4—*continued.*

31st March learning			Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.
Sindhi.	Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8e	8f	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Girls.
...	...	...	10,024	16,171	4,265	50	...	...	..	30,510	3 12 2	1 3 9	165	765	1,300
...	...	...	...	600	...	...	...	...	...	600	0 15 5	...	3	43	31
...	...	...	10,024	16,771	4,265	50	...	...	...	31,110	3 9 1	1 2 4	168	808	
...	...	...	...	...	5,400	...	1,255	36,826	...	43,481	4 5 5	...	282	767	299
...	...	...	...	...	934	...	...	11,180	...	12,114	5 8 3	...	101	199	85
...	...	70	...	12,439	1,579	...	200	1,325	276	15,819	5 7 3	...	85	178	
...	...	...	...	...	68	...	...	684	...	752	3 5 10	...	13	15	6
...	...	...	...	...	...	...	...	5,038	...	5,038	5 6 4	...	60	63	
...	...	...	...	6,313	..	...	...	189	...	6,502	3 8 9	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	9	38	40
...	...	...	...	...	...	...	...	...	...	...	...	...	12	69	8
...	...	70	...	18,752	7,981	...	1,455	55,242	276	83,706	4 6 4	...	562	1,329	438
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	
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...	...	...	...	...	...	...	...	9	...	9	0 3 6	...	...	4	
...	...	...	...	...	...	...	...	9	...	9	0 0 5	...	...	8	
...	...	...	50,793	1,31,663	38,418	560	616	...	18	2,22,068	3 10 11	0 13 5	1,806	5,135	7,112
...	...	...	842	2,010	361	...	55	...	1,362	4,630	1 4 7	0 3 8	56	319	60
...	...	70	...	18,752	7,981	...	1,455	55,252	276	83,716	4 6 4	...	562	1,333	288
...	...	70	51,635	1,52,425	46,760	560	2,126	5,5261	1,656	3,70,423	3 11 7	0 9 11	2,424	6,795	7,460

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the						
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Maráthí.	Gujaráti.	Hindustáni.	Kánarese.	Sindi.	Tamil.	English.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f	8g
	SOUTHERN DIVISION—*continued.*																			
	Night-Schools.																			
Bijápur District.	Maintained by Local Fund and Municipal Boards	2	..	86	86	88	58	..	..	47	39	..	..	..	..	86	..	..	..	..
Kolhápur Native State.	Maintained by Native States	19	124	680	804	769	464	..	..	720	82	..	2	804	..	..	..	..	..	..
Miraj Native State.	Do.	1	..	25	25	29	16	..	..	23	2	..	..	25	..	..	..	..	..	..
Mudhol Native State.	Do.	1	..	35	35	34	21	..	..	27	8	..	..	35	..	..	..	..	..	..
Sangli Native State.	Do.	5	..	211	211	162	105	..	..	175	36	..	..	126	..	..	85	..	..	..
	Total, Native States' Night-Schools	26	124	951	1,075	994	606	..	..	945	128	..	2	990	..	..	85	..	..	..
	Grand Total, Night-Schools	28	124	1,037	1,161	1,082	664	..	..	992	167	..	2	990	..	86	85	..	..	..
	Grand Total, Day and Night-Schools, Southern Division	1,294	24,933	66,065	90,998	84,329	61,417	..	782	78,810	11,414	1	41	22,831	226	5,875	62,100	..	..	..
	SIND.																			
	Day-Schools.																			
Karáchi	Maintained by Local Fund and Municipal Boards	51	1,307	2,142	3,449	3,434	2,547	..	6	2,312	1,113	14	4	187	327	11	..	2,505	..	..
	Aided by Department or Local or Municipal Boards. By results	5	185	581	766	755	632	..	..	464	177	125	..	..	382	8	..	370	..	..
	Aided by Department or Local or Municipal Boards. Indigenous	3	13	98	111	95	82	..	..	..	111	..	..	..	..	..	..	111	..	..
	Total	59	1,505	2,821	4,326	4,284	3,261	..	6	2,776	1,401	139	4	187	759	19	..	2,986	..	..
Hyderabad.	Maintained by Local Fund and Municipal Boards	72	1,617	2,573	4,190	4,103	3,087	..	..	2,955	1,232	..	3	..	..	..	..	3,129	..	..
	Aided by Department or by Local or Municipal Boards. By results	11	448	671	1,119	1,106	980	..	3	994	122	..	..	..	..	113	..	1,119	..	..
	Aided by Department or by Local or Municipal Boards. Indigenous	14	61	235	296	298	262	..	..	22	274	..	..	..	..	..	..	276	..	..
	Total	97	2,126	3,479	5,605	5,507	4,329	..	3	2,971	1,630	..	3	..	..	113	..	4,524	..	..
Shikárpur	Maintained by Local and Municipal Boards	92	2,528	4,196	6,724	6,475	4,785	..	2	4,055	2,660	4	3	..	..	..	..	6,694	..	..
	Aided by Department or Local or Municipal Boards. By results	8	155	371	526	493	376	..	..	357	166	3	..	..	..	113	..	690	..	..
	Aided by Department or Local or Municipal Boards. Indigenous	10	88	220	308	293	259	..	..	20	288	..	..	..	..	..	..	308	..	..
	Total	110	2,771	4,787	7,558	7,261	5,420	..	2	4,432	3,114	7	3	..	..	113	..	7,692	..	..
Thar and Parkar.	Maintained by Local and Municipal Boards	11	387	616	1,003	952	671	..	..	903	100	..	..	..	918	..	..	85	..	..
Upper Sind Frontier.	Maintained by Local or Municipal Boards	18	272	498	770	679	499	..	..	289	381	..	..	..	..	..	..	709	..	..
	Total, Maintained by Local or Municipal Board	244	6,111	10,025	16,136	15,649	11,586	..	8	10,614	5,486	18	10	187	1,295	11	..	13,182	..	..
	Do. Aided	61	949	2,176	3,125	3,040	2,091	..	3	1,857	1,138	128	..	..	382	234	..	2,474	..	..
	Do. Government Jail Schools	1	4	7	11	20	19	..	..	4	7	..	..	..	..	..	..	11	..	..
	Total	306	7,065	12,208	19,273	18,709	14,196	..	11	12,475	6,631	146	10	187	1,677	245	..	15,767	..	..

FORM No. 4—*continued.*

31st March learning.							Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.
Portuguese.	Sanskrit.	Hindi Sindi.	Hebrew.	Persian.	Garmukhi	Arabic.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8h	8i	8j	8k	8l	8m	8	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
..	..	..	..	..	..	..	..	110	..	..	..	..	..	110	1 3 10	..	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	1,734	..	1,734	2 4 0	..	..	61	
..	..	..	..	..	..	..	..	..	..	..	..	71	..	71	2 6 6	..	..	7	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	
..	..	..	..	..	..	..	..	470	..	..	..	..	..	470	2 14 6	..	..	23	
..	..	..	..	..	..	..	..	470	..	..	..	1,805	..	2,275	2 4 5	..	..	95	
..	..	..	..	..	..	..	..	580	..	..	..	1,805	..	2,385	2 3 3	..	..	95	
..	70	..	..	..	..	..	51,635	1,53,005	46,760	560	2,126	57,056	1,656	3,12,798	3 11 4	0 9 9	2,424	6,882	7,460 girls.
..	..	362	..	7	..	..	1,537	14,579	2,073	1,558	..	..	100	19,847	5 12 5	0 7 1	185	438	
..	..	6	..	48	..	..	650	78	1,359	..	..	..	801	2,888	3 13 2	0 13 9	24	52	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	65	0 10 11	..	..	..	
..	..	368	..	55	..	..	2,187	14,722	3,432	1,558	..	..	901	22,800	5 5 1	0 8 1	209	490	
..	..	470	..	591	..	..	425	28,422	672	1,974	..	..	10	31,503	7 10 10	0 1 7	248	411	
..	..	..	..	295	..	..	483	1,940	2,067	..	..	..	195	4,685	4 3 9	0 6 11	156	119	
..	..	..	..	20	..	..	..	603	..	..	..	..	..	603	2 0 4	..	..	6	
..	..	470	..	906	..	10	908	30,965	2,739	1,974	..	..	205	36,791	6 10 10	0 2 7	404	566	
..	..	11	..	16	3	..	1,293	38,543	2,351	5,580	..	..	54	47,821	7 6 0	0 3 2	443	710	
..	..	..	..	48	..	10	39	242	197	..	800	..	23	1,309	2 10 4	0 1 2	14	39	
..	..	..	..	..	..	..	..	22	..	..	..	..	..	22	0 1 2	..	..	17	
..	..	11	..	64	3	10	1,332	38,807	2,548	5,580	800	..	82	49,149	6 10 6	0 2 11	457	766	
..	..	..	..	..	..	..	1,795	2,054	..	457	..	..	8	4,354	4 9 2	1 14 2	20	62	
..	..	..	..	1	..	..	35	5,903	..	..	..	..	2	5,940	3 10 4	0 0 9	41	74	
..	..	843	..	615	3	..	5,085	80,541	5,096	2,569	..	..	174	1,09,465	6 15 11	0 5 2	937	1,765	
..	..	6	..	411	..	19	1,172	2,360	3,623	..	800	..	1,024	9,569	3 2 4	0 8 1	194	2 3	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	849	..	1,026	3	19	6,257	92,491	8,719	2,569	800	..	1,198	1,19,034	6 5 9	0 5 4	1,131	1,988	

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the						
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Marráthi.	Gujaráti.	Hindustáni.	Kánarese.	Arabic Sindi.	Tamil.	English.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d	8e	8f	8g
	SIND.—*continued.*																			
	Night-Schools.																			
Karáchi.	Maintained by Local Fund and Municipal Boards ..	9	52	179	231	216	105	..	..	96	135	..	..	..	25	1	..	176	..	..
Hyderabad.	Do. do. ..	4	25	140	165	145	99	..	..	25	140	..	..	..	..	..	..	144	..	..
Shikárpur.	Do. do. ..	4	16	114	130	123	74	..	..	13	117	..	..	..	..	..	..	130	..	..
Thar and Párkar.	Do. do. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Upper Sind Frontier	Do. do. ..	1	11	5	16	15	7	..	..	7	9	..	..	..	..	..	..	16	..	..
	Total ..	18	104	438	542	499	285	..	..	141	401	..	..	..	25	1	..	466	..	..
	Total, Maintained by Local and Municipal Board Schools																			
	Day and Night ..	263	6,219	10,470	16,689	16,163	11,890	..	8	10,759	5,894	13	10	187	1,320	12	..	13,660	..	..
	Do. Aided do. ..	51	950	2,176	3,126	3,041	2,591	..	3	1,857	1,138	128	..	..	382	234	..	2,574	..	..
	Do. Unaided do. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Grand Total, Day and Night-Schools, Sind	314	7,169	12,646	19,815	19,204	14,481	..	11	12,616	7,032	146	10	187	1,702	246	..	16,233	..	..
	Maintained by the Department.																			
Aden.	Aden Day-Schools	3	..	315	315	234	156	..	..	..	314	..	1	..	..	..	..	..	..	..
	Day-Schools.																			
	Total Schools, Maintained by the Department ..	7	260	572	832	757	557	..	1	408	388	34	1	280	214	23	..	..	..	..
	Total Schools, Maintained by Local Fund and Municipal Boards	3,794	1,00,647	1,61,158	2,61,805	2,47,297	1,80,257	5	1,627	2,22,411	33,795	1,842	2,125	1,12,483	70,104	12,241	54,832	13,182	..	..
	Total Schools, Maintained by Native States	1,398	27,523	56,008	83,531	79,531	60,842	..	96	71,304	11,521	77	533	22,002	56,793	1,391	3,800	..	..	..
	Total Schools, Aided by the Department or by Local Fund or Municipal Boards ..	455	4,329	15,612	19,941	18,985	15,219	..	862	13,343	3,010	2,506	220	7,593	5,316	1,033	3,368	2,574	29	20
	Total, Unaided Schools ..	33	379	1,588	1,967	944	768	1	19	1,325	208	414	..	1,212	755	..	..	..	..	..
	Police and Jail Schools.																			
	Maintained by other Departments of Government.																			
	Total, Police Schools	19	150	871	1,021	973	604	..	14	627	273	..	107	611	332	..	78	..	..	..
	Total, Jail Schools	10	11	156	167	152	142	..	4	134	27	..	2	95	26	2	33	11	..	..
	Maintained by Native States.																			
	Total, Police Schools	2	..	157	157	85	49	..	1	105	51	..	..	157	..	..	..	..	..	..
	Total, Jail Schools	1	..	9	9	8	8	..	..	8	1	..	..	9	..	..	..	..	..	..
	Total, Day-Schools	5,719	1,33,299	2,36,131	3,69,430	3,48,732	2,58,446	6	2,624	3,09,665	49,274	4,873	2,988	1,44,442	1,33,540	14,690	62,111	15,767	29	20
	Night-Schools.																			
	Total Schools, Maintained by the Department	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Total Schools, Maintained by Local Fund and Municipal Boards	99	292	2,532	2,824	2,699	1,613	..	..	1,911	894	..	19	1,335	752	221	..	466	..	..
	Total Schools, Maintained by Native States	83	231	2,144	2,375	2,213	1,375	..	..	2,009	364	..	2	990	1,300	..	85	..	..	..
	Total Schools, Aided by the Department or by Local Fund or Municipal Boards ..	5	135	204	339	249	123	..	5	318	..	3	13	339	..	..	..	..	..	..
	Total, Unaided Schools ..	1	..	35	35	30	26	..	..	35	..	..	..	35	..	..	..	..	..	..
	Total, Night-Schools ..	188	658	4,915	5,573	5,191	3,142	..	5	4,373	1,258	3	34	2,699	2,052	221	85	466	..	..
	Grand Total, Day and Night-Schools	5,907*	1,33,957	2,41,046	3,75,003	3,53,923	2,61,588	6	2,629	3,13,038	50,532	4,876	3,022	1,47,141	1,35,592	14,911	62,196	16,233	29	20

* Exclusive of one school with 46 scholars shown by the Educational Inspector, Northern Division, in Subsidiary Form No

FORM No. 4—*continued.*

31st March learning.							Expenditure.								Annual Cost of educating each Scholar.		Number passed.		Remarks.
Portuguese.	Sanskrit.	Hindu Shdi.	Hebrew.	Persian.	Gurmukhi.	Arabic.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenue of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8A	8C	8J	8K	8L	8M	8	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11.	12	13	14
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
..	..	25	..	4	..	..	..	731	..	..	..	..	..	..	731	3 6 1	..	..	..	
..	..	20	..	1	..	..	..	619	..	..	..	..	..	..	619	4 4 3	..	..	..	
..	..	..	..	..	..	..	..	414	..	..	..	..	..	..	414	3 6 10	..	..	4	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	..	..	..	..	..	..	68	..	..	..	..	..	..	68	4 9 10	..	..	..	
..	..	45	..	5	..	..	..	1,832	..	..	..	..	..	..	1,832	3 10 8	..	..	4	
..	..	858	..	620	3	..	5,085	91,373	..	5,096	9,569	..	..	174	1,11,297	6 14 2	0 5 0	1,131	1,102	
..	..	6	..	411	..	10	1,172	2,950	..	3,623	..	800	..	1,024	9,569	3 2 4	0 6 1	..	..	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	894	..	1,031	3	10	6,257	94,323	..	8,719	9,569	800	..	1,198	1,20,866	6 4 8	0 5 2	1,131	1,102	
..	..	..	..	..	..	315	480	..	..	18	1,197	..	..	..	1,695	7 3 10	2 0 9	..	..	
..	..	..	..	..	..	315	1,374	..	..	781	1,197	..	..	..	3,352	4 6 10	1 13 0	18	44	
133	..	843	..	615	2	..	2,35,816	6,48,892	..	1,69,992	37,896	2,556	..	752	10,95,904	4 6 10	0 15 3	9,190	21,839	
..	324	..	..	..	..	..	..	34,157	..	45,043	..	4,404	2,64,218	10,005	3,57,827	4 7 11	..	2,997	7,464	
92	..	6	129	411	..	10	10,122	7,049	..	13,936	5,000	5,105	..	19,778	65,684	3 7 4	0 8 6	448	1,276	
..	20	..	..	..	..	..	..	..	..	3,817	..	70	..	3,539	7,426	7 13 10	..	..	12	
..	..	..	..	..	..	..	714	..	..	77	..	..	..	10	801	0 13 2	0 11 8	1	10	
..	..	..	..	..	..	..	307	..	..	..	..	..	..	..	307	2 0 3	2 0 3	..	1	
..	..	..	..	..	..	..	..	..	..	..	..	..	9	..	9	1 2 0	..	..	4	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
225	344	849	129	1,026	3	325	2,48,333	6,00,092	..	2,38,346	44,093	12,135	2,64,227	34,084	15,31,310	4 6 3	0 11 1	12,654	30,650	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
..	..	45	..	5	..	..	1,160	4,305	..	129	..	23	..	..	5,627	2 1 4	0 6 10	8	96	
..	..	..	..	..	..	..	..	470	..	229	..	75	4,210	89	5,073	2 4 6	..	3	116	
..	..	..	..	..	..	..	..	123	..	108	..	708	..	156	1,105	4 7 0	..	..	12	
..	35	..	..	..	..	..	..	..	..	..	..	..	..	240	240	8 0 0	..	..	..	
..	35	45	..	5	..	..	1,160	4,908	..	466	..	816	4,210	485	12,045	2 5 0	0 3 6	16	223	
225	379	894	129	1,031	3	325	2,49,493	6,05,000	..	2,38,812	44,093	12,951	2,68,437	34,569	15,43,355	4 5 9	0 11 3	12,670	30,873	

6 but shown in Government of India's Table No. III under Primary Schools instead of under Special Schools.

SUBSIDIARY

Statistical Return of Female Primary Schools

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars March		
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	Maráthi.	Gujaráti.	Hindustáni.
1	2	3	4*a*	4*b*	4	5	6	7*a*	7*b*	7*c*	7*d*	7*e*	7	8*a*	8*b*	8*c*
	CENTRAL DIVISION.															
Poona and Bhor.	Maintained by the Department	1	14	51	82	86	62	...	1	63	17	...	1	65	...	17
	Maintained by Local Fund and Municipal Boards ...	11	31	554	568	542	366	...	...	547	13	1	7	568	...	...
	Aided by the Department or by Local Fund or Municipal Boards	11	105	384	489	460	311	...	112	318	3	...	56	489	...	...
	Maintained by Native States	1	...	30	30	26	14	...	...	30	...	...	...	30	...	...
	Total for the District ...	24	150	1,019	1,169	1,114	753	...	113	958	33	1	64	1,152	...	17
Sholápur, Ahmednagar and Kolhápur.	Maintained by Local Fund and Municipal Boards ...	7	16	297	313	304	196	...	...	307	6	...	...	313	...	...
	Maintained by Native States	2	...	48	48	60	44	...	...	48	...	...	...	48	...	...
	Total for the District ...	9	16	345	361	364	240	...	...	355	6	..	...	361	...	...
Sátára, Poona, Broch, Ahmedabad and Jain States.	Maintained by Local Fund and Municipal Boards ...	5	69	400	469	446	264	...	...	434	34	...	1	469	...	...
	Maintained by Native States	8	...	211	211	192	144	...	...	194	17	...	...	211	...	...
	Total for the District ...	13	69	611	680	638	408	...	...	628	51	...	1	680	...	...
Ratnágiri and Sávantvádi.	Maintained by Local Fund and Municipal Boards ...	4	55	209	264	239	158	...	3	261	...	...	...	264	...	...
	Aided by the Department or by Local Fund or Municipal Boards	2	6	30	36	35	22	...	7	28	...	1	...	36	...	...
	Maintained by Native States	1	20	58	78	74	58	...	...	44	34	...	...	44	...	34
	Total for the District ...	7	81	297	378	348	238	...	10	333	34	1	...	344	...	34
Thána.	Maintained by Local Fund and Municipal Boards ...	8	45	619	664	592	349	...	...	528	113	22	1	482	99	83
Kolába.	Maintained by Local Fund and Municipal Boards ...	4	20	238	258	258	135	...	...	229	2	...	27	258	...	...
Island of Bombay.	Maintained by Local Fund and Municipal Boards ...															
	Maráthi Schools	3	51	166	217	209	147	...	...	212	1	...	4	217	...	...
	Gujaráthi Schools	7	108	410	518	483	323	...	...	359	89	70	...	...	518	...
	Aided by the Department or by Local Fund or Municipal Boards	20	996	1,460	2,456	2,364	1,688	...	144	1,093	7	1,104	108	1,086	1,330	...
	Total for the Island ...	30	1,155	2,036	3,191	3,056	2,158	...	144	1,664	97	1,174	112	1,303	1,848	...
	Total, Maintained by the Department	1	14	68	82	86	62	...	1	63	17	...	1	65	...	17
	Total, Maintained by Local Fund and Municipal Boards	49	395	2,876	3,271	3,073	1,938	...	3	2,877	258	93	40	2,571	617	83
	Total, Aided by the Department or by Local Fund or Municipal Boards... ...	33	1,107	1,874	2,981	2,859	2,021	..	263	1,439	10	1,105	164	1,611	1,330	...
	Total, Maintained by Native States	12	20	347	367	352	260	...	...	316	51	...	...	333	...	34
	Grand Total, Central Division	95	1,536	5,165	6,701	6,370	4,281	...	267	4,695	336	1,198	205	4,580	1,947	134

FORM No. 5.

(Vernacular) for the official year 1884-85.

on the 31st learning.		Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Portuguese.	Hebrew.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues or Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II.)	
8*d*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	447	...	...	...	...	...	...	447	5 3 2	5 3 2	...	8	
...	...	3,256	...	...	207	..	...	...	3,463	6 6 3	6 0 1	3	27	
...	...	1,204	...	...	...	3,181	..	121	4,506	9 12 9	2 9 11	3	18	
...	...	...	130	...	...	...	...	...	130	5 0 0	.....	...	...	
...	...	4,907	130	...	207	3,181	...	121	8,546	7 10 8	4 6 5	6	53	
...	...	1,535	...	...	144	...	...	...	1,679	5 8 4	5 0 9	1	20	
...	...	...	...	...	...	...	169	...	169	2 13 1	.....	...	...	
...	...	1,535	...	...	144	...	169	...	1,848	5 1 3	4 3 6	1	20	
...	...	2,213	...	...	34	...	696	...	2,247	5 0 7	4 15 5	7	21	
...	...	...	182	...	...	...	...	...	878	4 9 2	.....	...	4	
...	...	2,213	182	...	34	...	696	...	3,125	4 14 4	3 7 6	7	25	
...	...	1,454	...	...	...	..	...	60	1,514	6 5 4	6 1 4	4	18	
...	...	...	...	...	...	...	...	361	361	10 5 0	.....	...	...	
...	...	...	881	...	...	..	...	...	881	11 14 6	.....	3	6	
...	...	1,454	881	...	...	...	...	421	2,756	7 14 9	4 2 10	7	24	
...	...	3,059	...	...	83	...	..	...	3,142	5 4 11	5 2 8	1	21	
...	...	1,798	...	...	30	...	...	...	1,828	7 1 4	6 15 6	2	9	
...	...	2,007	...	235	...	...	...	..	2,242	10 11 8	9 9 8	3	18	
...	...	5,251	...	673	...	...	...	...	5,924	12 4 3	10 13 11	10	33	
40	108	6,672	...	3,031	...	4,385	...	17,074	31,162	13 2 11	2 13 2	32	77	Boys. Girls. 56 2,400
40	108	13,930	...	3,939	...	4,385	...	17,074	39,328	12 13 11	4 8 11	45	128	
...	...	447	...	...	...	...	...	...	447	5 3 2	5 3 2	...	8	
...	...	20,573	...	908	498	...	...	60	22,039	7 2 9	6 11 1	31	107	
40	108	7,876	....	3,031	...	7,566	...	17,556	36,029	12 9 8	2 12 1	35	95	
...	...	...	1,193	...	...	...	865	...	2,058	5 13 7	.....	3	10	
40	108	28,896	1,193	3,939	498	7,566	865	17,616	60,573	9 8 2	4 8 7	69	280	